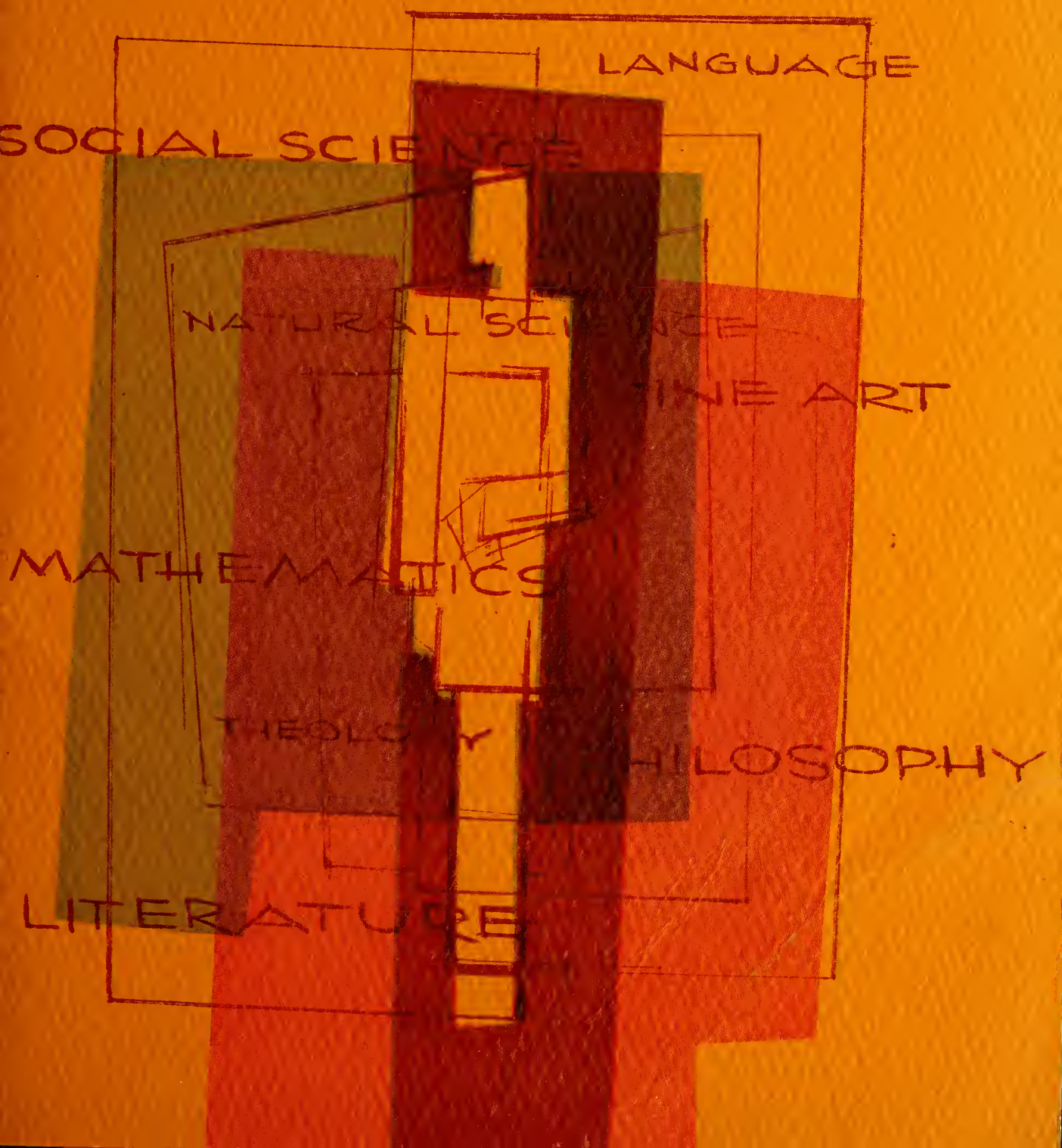


Saint Leo

CATALOGUE



RECOGNITION

Accreditation: Candidate status in the Southern Association of Colleges and Schools

Affiliation: Affiliation Program of the Catholic University of America

Memberships: Florida Association of Colleges and Universities
Independent Colleges and Universities of Florida
Council for the Advancement of Small Colleges

ACCREDITED
1967

Southern Association of Colleges & Schools

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees and charges deemed necessary or conducive to the efficient operation of the College. Such changes become effective from the date they are published in the College bulletins.

Saint Leo College



CATALOGUE
1967-1969

That In All Things God May Be Glorified



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ACADEMIC CALENDAR

TRIMESTER I, 1967-1968

August 24	Thursday	Dormitories open to incoming freshmen.
August 25	Friday	Freshman Registration. All freshmen will meet in the cafeteria in the McDonald Center at 8 p.m.
August 26-30	Saturday-Wednesday	Freshman Orientation.
August 29	Tuesday	Dormitories open to upperclassmen at noon.
August 30	Wednesday	Registration of upperclassmen. All upperclassmen will meet in the cafeteria of the McDonald Center at 2 p.m.
August 31	Thursday	Classes begin at 8 a.m.
September 8	Friday	Last day to change classes or register late.
September 19	Tuesday	Scholarship Convocation.
September 29	Friday	Last day to drop courses or withdraw from college without penalty.
October 10	Monday	Advisory grades due.
October 23-26	Monday-Thursday	Visitation of Freshman Parents.
November 23	Thursday	Thanksgiving Day — No classes.
December 4-8	Monday-Friday	Registration for Trimester II.
December 15	Friday	Last day of classes.
December 16-20	Saturday-Wednesday	Final Examinations—Students may leave for their Christmas holiday upon completion of their last examination.
December 21	Thursday	Dormitories close at noon.

TRIMESTER II, 1968

January 3	Wednesday	Dormitories open to new students.
January 4-6	Thursday-Saturday	Orientation of new students.
January 6	Saturday	Dormitories open for returning students.
January 7	Sunday	Registration.
January 8	Monday	Classes begin at 8 a.m.
January 12	Friday	Last day to change classes or register late.
January 23	Tuesday	Scholarship Convocation.

academic calendar

February 2	Friday	Last day to drop courses or withdraw from college without penalty.
February 26	Monday	Advisory grades due.
March 4-8	Monday-Friday	Parents Week
April 1-5	Monday-Friday	Registration for May Institute and Trimester I, 1968.
April 10	Wednesday	Last day of classes.
April 11-12	Thursday-Friday	Holy Thursday and Good Friday — No classes.
April 15-19	Monday-Friday	Final Examinations—Students may leave the college upon completion of their last examination.
April 20	Saturday	Dormitories close to all students except the seniors at noon.
April 22	Monday	Final grades due.
April 21-27	Sunday-Saturday	Senior Week.
April 27	Saturday	Commencement.

MAY INSTITUTE, 1968

April 30	Tuesday	Registration. Dormitories open at noon.
May 1	Wednesday	Classes begin at 8 a.m.
May 29	Wednesday	May Institute ends.
May 30	Thursday	Dormitories close at noon.
May 31	Friday	Final grades due.

PRE-FRESHMAN INSTITUTE, 1968

June 30	Sunday	Registration. Dormitories open at noon.
July 1	Monday	Classes begin at 8 a.m.
August 9	Friday	Pre-Freshman Institute ends.
August 10	Saturday	Dormitories close at noon.
August 12	Monday	Final grades due.

I. General Information

Correspondence to the College should be addressed as follows:

Application and Admission Information ..	Dean of Records and Admissions
Academic Affairs	Dean of Academic Affairs
Academic Records, Transcripts	Dean of Records and Admissions
Admissions, Catalogues, and	
General Information	Dean of Records and Admissions
Alumni Affairs	Alumni Secretary
Athletics	Director of Athletics
Gifts and Bequests ..	Vice President for Development and Public Relations
Financial Affairs	Bursar
Financial Aid	Secretary, Financial Aid
Housing	Dean of Men, Women
Library	Librarian
Public Affairs	Director of Public Information
Religious Matters	Chaplain
Student Activities	Dean of Student Affairs
Summer Institutes and Workshops	Director of Summer Institutes
Veterans Matters	Dean of Records and Admissions

Saint Leo College
Saint Leo, Florida 33574

Office hours are from 9:00 a.m. until 4:30 p.m. Monday through Friday except legal holidays. Members of the College staff are available at other times for interviews by appointment.

The College telephone number for all offices is: (904)-588-4101 Dade City Exchange.

general information

Students may be reached by calling dormitory numbers or private student telephones. Please call direct whenever possible.

Dormitory numbers are supplied with housing information.

Mail Service to Students Saint Leo College
Saint Leo, Florida 33574

Express Saint Leo College
San Antonio, Florida 33576

Freight Saint Leo College
San Antonio, Florida

Air Travel Tampa, Florida

Rail Travel Dade City, Florida, or
San Antonio, Florida

Bus Travel Dade City, Florida

Car I-75 to State Road 52 (East), or
U.S. 301 to Dade City (West)

PREVIEW

Saint Leo College is a Catholic, liberal arts, coeducational college offering a four-year program leading to the degree of Bachelor of Arts. It is a young college undergirded by a long tradition of productive education and community development. It is oriented to a realistic view of the present with confidence in the future.

The Benedictine monks who operate Saint Leo College have long been known as educators. It was their founder, St. Benedict of Monte Cassino, Italy, in the sixth century, who more than any other figure of his time laid the foundation of Western civilization as we know it now. Bands of his followers spread throughout Europe, setting up monasteries and schools to preserve and to build up the remains of the collapsed Roman Empire. Under the Benedictines' cultural leadership, the migrating Eastern hordes were converted to Christianity and became the forerunners of present-day European nations.

Saint Leo College is rooted in three-quarters of a century of educational service to a developing, changing, and expanding region. On June 4, 1889, the Legislature of the State of Florida granted that the Order of Saint Benedict of Florida "shall have and possess the right and power of conferring the usual academic and other degrees granted by any college in this state."

The aim was to provide for the youth of the region, especially for Catholic youth, an education of high quality. At the time Florida was a young state, having been admitted to statehood only forty-four years earlier. Central Florida, in which Saint Leo is located, was then in many ways frontier country. In keeping with the times, the first institution established was known as Saint Leo Military Academy.

As the state developed and education practices and institutions changed, Saint Leo Military Academy became Saint Leo Preparatory School. Fully accredited, it offered a program of excellence not only for the college-bound but also for those for whom its program was terminal.

By midcentury the Benedictines of Saint Leo recognized the obligation to provide higher education for Catholic and other Christian youth who wanted to face the realities of their age with confidence in themselves and their fellowmen. So in 1956 they established the lower division of Saint Leo College, which, meeting all standards of state junior colleges, opened its doors in 1959 to both men and women.

general information

During the school year 1962-1963 the faculty bent itself to the twofold task of evaluating the program originally organized to provide only the first two years of college work and of projecting the complete four-year program. The four-year program was introduced in the fall of 1963. In April 1967, the College graduated the charter class of the four-year program.

The enrollment during the last four years has moved from 350 to 1100 and is expected to stabilize at about 1200. A summer institute was added in 1965 and was further developed in 1966. The May Session and other institutes and workshops have been added in 1967 with the intention of providing students greater opportunities. The academic year extends from September 1 through August 15.

THE PURPOSES OF THE COLLEGE

The inclusive purpose or goal of Saint Leo College is to help students along the road toward becoming educated persons by providing them with tools for an understanding of themselves and their relationship with other men, the world, and their Creator. The purpose of the College as a church-related institution is to help the students to formulate their ideals within the Christian framework and to prepare them for an adequate confrontation with the complexities of the contemporary world.

By reason of religious affiliation and principle, emphasis is placed upon a theological interpretation of the universe. This does not mean that Saint Leo College is a school of religion but rather that it holds that the ultimate explanation of all reality cannot be arrived at, and that the meaning of man's own existence cannot be adequately grasped, without acknowledgement of the Supreme Being.

The College is committed to the belief that the liberal arts and sciences are indeed liberalizing and are essential in the education of responsible citizens in a free society. Therefore it uses the liberal arts and sciences as part of the tools by which the student gains both understanding and mastery of himself and learns how to work productively with other people in the world around him.

As a residential school, the College is committed to providing for its young men and its young women wholesome channels for the expression of their intellectual, emotional, spiritual, social, and physical energies.

To achieve the broad aims set forth above, the College is committed specifically to do the following things well:

1. To provide an excellent four-year program in the Liberal Arts and Sciences leading to the degree of Bachelor of Arts
2. To provide a common core of liberal education required of all students as a basis for evaluation of their progress toward educational maturity and for selection of their fields of concentration
3. To provide within the divisions of the academic program for the pursuit of a selected and approved concentration in the junior and senior years
4. To open the door of higher education to students whose past performance may have been poor but whose present motivation is high
5. To provide a Christian atmosphere conducive to the development of human values without respect to color, race, or creed
6. To demonstrate a forward-looking approach to higher education
7. To provide a creative approach to teacher education sufficient in scope and in depth to prepare beginning teachers for both elementary and secondary schools
8. To contribute to the educational and cultural life of the local community
9. To provide a two-year program in Secretarial Science for those who wish to prepare for secretarial work and can spend only two years in college
10. To initiate within the College, carry through, and evaluate experimental innovations designed to improve instruction, either developing new research techniques needed in the evaluation of the innovations or utilizing proven techniques

THE CURRICULUM

The curriculum of Saint Leo College is structured into the five broad fields of the liberal arts and sciences (designated as divisions) and the Institute for Creative Teaching. The five divisions are as follows:

1. Philosophy and Theology
2. Literature and Language

general information

3. Fine Arts
4. Natural Science and Mathematics
5. Social Science

The first division represents man's attempt to live life with meaning and purpose. The second and third represent his attempt to express himself and to communicate with others his thoughts and ideals and his concepts of beauty and usefulness. The fourth represents his exploration of the world about him and the tools used to explore it. The fifth represents his attempt to understand himself in the milieu of association with other human beings and to pursue his goals in cooperation with, and respectful of, the rights of others

To support the thesis that all these divisions are important, Saint Leo College expects all students to investigate each one in some measure. Further, it expects that as their horizons are broadened the students will see more and more relationships which will enable them to approach life in a more meaningful way. Depth comes not only with further courses in a field but also in the continued application of knowledge throughout the whole college experience. No area is considered a closed book just because the student is no longer taking a course in it.

As the student moves to upper division work his program will be based upon the concept of concentration rather than majors and minors. (Cf. concentrations offered by each Division and by the Institute for Creative Teaching.) This means that he will always be asked to see his particular interest area in relation to the whole of knowledge rather than as a series of isolated subjects. The important question which will be asked of the prospective graduate is not "Has he completed a certain number of courses?" but "Has he moved significantly toward the goal of becoming an educated person?"

The Institute for Creative Teaching in cooperation with the five divisions develops and directs the teacher education program of the College. The teacher education program provides for concentrations in elementary education and in physical education, and for the professional and subject-field preparation needed by those students planning to teach a specific subject-field in the junior or senior high school or in the junior college. The Institute also supervises the special terminal two-year program (freshman and sophomore years) in secretarial science.

CAMPUS FACILITIES

The campus of Saint Leo College consists of two hundred fifty acres of rolling hill country edging on beautiful Lake Jovita. Facilities for outdoor and indoor sports located on the campus include the gymnasium, baseball field, track, tennis courts, handball courts, volleyball courts, and an eighteen-hole golf course. Lake Jovita offers excellent swimming facilities.

Saint Francis Hall (1952). Administrative offices, classrooms, temporary laboratory rooms for the college science courses biology, chemistry, physics

Gymnasium (1945). Focal point of the college athletic program for both intramural and varsity sports

Auditorium (1956). Theatrical productions and a wide movie screen for the showing of cinemascope films. It also houses several art studios.

Abbey Church (1947). The heart of the religious life of the College

Library (1958). Includes conference rooms, an outstanding Floridiana collection, and a fine Golden Age record collection

Crawford Hall (1961). Classrooms, faculty offices, and administrative offices

McDonald Student Center (1962). Cafeteria, snack bar, student lounges and recreation areas, Post Office, and campus store

Rec' Hall (1954). Dances, games, T.V., snack bar

Julia Deal Lewis Hall of Science (1967). Classrooms, laboratories, and offices

William S. and Marie Selby Demonstration Auditorium (1967).

Reception Building—Admissions and Records (1967).

DORMITORIES

Saint Leo Hall (1904, addition 1914). Administrative offices, living quarters for men students

Saint Edward Hall (1927, remodeled 1963). Living quarters for men students and infirmary facilities

Carmel Hall (1941). Living quarters for men students

general information

Saint Charles Hall (1959). Monastic and some laymen living quarters

Roderick Hall (1959). Living quarters for men students

Priory Hall (1961). Living quarters for women students

Benoit Hall (1965). Living quarters for men students

Marmion Hall (1965). Living quarters for women students

New Dorm (unnamed) (1966). Living quarters for men students

Villa (1966). Living quarters for women students

New Dorm (unnamed) (1967). Living quarters for women students

SERVICES

Among the services available at the College are:

1. Counseling—vocational, personal, academic, spiritual
2. Dispensary—treatment for minor medical needs. Antibiotics and other exotic drugs are provided at cost. Major medical needs are provided by student insurance coverage which is included as part of the year's contract
3. Workshops and Clinics—in reading, speech, mathematics, and language
4. Placement Services—for graduates
5. Financial Aids Office—check cashing, short term borrowing up to \$50.00
6. Campus Store—school and personal needs
7. Post Office—students contract directly with postal authorities
8. Transportation—on a regular run basis to San Antonio and Dade City
9. Library—service to both College and the nearby communities
10. Lectures and Seminars—for students and the nearby communities
11. Other Cultural Events—for students and the nearby communities
12. Special Events—for students and the nearby communities

II. Student Life and Activities

1. INTRODUCTION

College has been defined as a place where contemplation in search of meaning is the daily exercise, where teachers ponder the deep questions of life, and students learn the science and art of so doing. For all that, college is not just a preparation for a future full life; it is an experiment in living, a testing of principle, a fulfillment in its own right. So almost every college sees as part of its own vision the cultivation of religious reverence and duty, the pleasure of social contact, the stimulation of physical athletic exercise, the sharing of fraternal association, and the awakening of public-affairs-mindedness.

In the broad area of student affairs the College approaches student life not as a way of providing for excess of time and energy but as a means of fulfilling each student's need to be, and to be considered as, an adequate person and a worthy and responsible member of human society. Therefore, the student's recognition of the God-man relationship is necessary; self-government within the prescribed reality of his present situation as a student is necessary; provision for development and use of his leisure time is necessary; and opportunity for offering the results of his individual talents and abilities for the benefit of others is necessary. Thus, this need for adequacy, worth, and responsibility is provided for in the various student programs: the religious program; the government and clubs program; the social and athletic programs; and the student service program.

At the heart of the education process should be the discovery and the development of permanent worthwhile values by which men can live adequate lives. The study and pursuit of these values—the learning about and the acquiring of—is not a one-time affair to be relegated to some one class or person. Rather, this study and pursuit must be continuous and must be a part of all activities which interpret the program. It is not expected that students will always perceive the relationships of life values through their engagement in various activities. The relationships should be there, however, and should be discoverable by the students through their own experiences in the program.

2. COUNSELING

The recognition that each person is sacred in the sight of God, precious and redeemed, places him in the context of value far beyond a numerical statistic

of measured success or failure. It places us presently, the members of the College team, in a partnership relation of exploring the potential of each young man and each young woman who is facing the educational and personal problems which attend the expanding horizons of knowledge of self and of the world.

Counseling, then, is not a narrow segment of student experience that is measured by some remarks placed in a student's personal folder; indeed, the multifaceted associations which the student has with many members of the College faculty plus his association in casual contact with his peers are very pervasive forces in the development of his character. The genuine interest shown by almost every member of the faculty and the unmeasurable concern that the "bruised reed be not broken," as our founder Saint Benedict gently reminds the Abbot, are part of the hallmark of the Benedictine college.

Coupled with this pattern of "I care" is the more specific relation of the assigned faculty member who is the student's personal associate during the college year. Working with him, the student not only organizes his program of studies but also learns the significance of the ways, the traditions, the operation of the College, and his part in it. During his years of upper division work, the faculty member whom he chooses will normally be one who understands his more specific aspirations because he himself has trod the same path.

In his search for values, the student does not stand alone. As pointed out above, he forms values and opinions from his association with his faculty advisor, from his casual association with his peers, from wholehearted participation in his academic program of studies, and in other activities of the College. However, the College also provides professional counseling for the student who wishes to probe more deeply into his interest index, job placement potential, skills and ability index, and personal matters. The Counseling Center and the Chaplain's Office are ready to assist any student who may request special counseling.

3. RELIGIOUS LIFE

Saint Leo College is an institution of higher learning dedicated to Catholic ideals. However, it respects the conscience of each student in his religious beliefs and welcomes students of all religious beliefs who wish to attend.

Basic to the religiously oriented college is a hierarchy of values arrived at

not only from the “way things are” but also from the “way things ought to be.” From this point of view the religious life program of the College couples understanding with practice—understanding to know Christian values and practice to live these values. More particularly, the student is required to take courses in philosophy and theology as part of the general program of studies and is encouraged to participate fully in religious exercises as part of the Student Affairs Program.

Chaplains are assigned to each residence hall for religious counseling. The student is encouraged to “drop in” and talk with the Chaplain about religious matters, spiritual problems, or anything else which the student deems important to him. It is expected that each student will see the Chaplain at least once each trimester. As part of his orientation to college life each new student is expected to see the Chaplain within the first three weeks of school.

Daily and Sunday Masses are scheduled for the convenience of students. Similarly, confessions are heard at convenient times and places. Protestants are encouraged to attend services regularly in their own churches in nearby Dade City.



4. RECREATIONAL AND ATHLETIC PROGRAM

Saint Leo College is committed to the education of the person. Implicit in this commitment is the concern of the College not only for the intellectual and moral development of the student but also for his physical health and recreational life. By active participation, the student tends to “reach out of himself” and to establish meaningful relationships with other students, faculty members, and members of the neighboring communities. The friendly spirit of the College—so characteristic of small colleges—is conducive to this development and gives an “at home” feeling to the student.

Periodically, the College sponsors concerts, lectures, and plays for the students’ education and recreation. Transportation is also provided to attend various artistic and cultural presentations at nearby colleges and cities. Frequent formal and informal social functions are held during the academic year.

Students are encouraged to join clubs and other student organizations and to use the recreational facilities of the College. The eighteen-hole golf course and the swimming and boating facilities at the lake are open to them. Movies and dances are held on weekends. The Recreation Hall has facilities for games, television, and informal gatherings.

Since athletics makes its own special contribution, Saint Leo College requires each student to participate in the Physical Education Program and in Intramurals. The purposes for required participation are to stimulate vigorous physical exercise, to promote physical health, and to encourage student interest in activities which have a recreational value and which form a basis for worthwhile use of leisure time.

The Intramural Program is administered through the residence hall system. Each residence hall organizes teams to compete within and among the other residence halls to determine the champion intramural teams. Awards and recognition are given to members of the winning teams and points accrue to the winning residence hall to determine the outstanding hall on campus. Presently the Intramural Program includes football, volleyball, softball, basketball, tennis, soccer, golf, and water sports.

Saint Leo College has an active intercollegiate program in basketball, soccer, baseball, cross country, golf, and tennis. The Intercollegiate Athletic Program is open to all students who are eligible under the provisions established by the College and the NCAA regulations.

RECREATION FACILITIES

Recreation facilities include:

- The Recreation Hall
- The McDonald Center
- The Lakefront
- An eighteen-hole golf course
- Track, ball diamonds, tennis and handball courts

Movies each weekend and other entertainment through local and visiting performers are also provided.

5. STUDENT GOVERNMENT ASSOCIATION AND OTHER ORGANIZATIONS

Through the Student Government Association and other campus organizations and through several publications, all students have many opportunities to express themselves responsibly, to cultivate their particular interests, and to form close relationships.

All students become members of the Student Government Association upon registration. As a segment of the political society in which we live, they are given the opportunity to learn and exercise the procedures of the larger society through this Association. Consequently, all students have their share in shaping their environment and in debating the issues of the day.

The elected members of the Student Government Association constitute the representative branch. It is organized to promote the general welfare of the student body. It supervises the organization of, regulates, and coordinates clubs and other student groups. Under the auspices of the Student Government Association the following groups have thus far been organized:

Phi Sigma Phi (the Greek Forum): A society for philosophical discussion of current affairs open to men and women

Pi Delta Sigma (Honor Society): A society open to men and women made up of those students whose scholastic achievement is considerably above average and who are committed not only to improving their own scholarship but also to contributing to the intellectual life of the College

Alpha Sigma: A social and service group for women

student life

Kappa Alpha Sigma: A society for men dedicated to the ideals of Southern gentlemen

Phi Theta Chi: A society for men to promote the spiritual, social, and mental well-being of its members

Delta Phi Delta: A society for women founded to promote the Christian ideals of Saint Leo College and to develop a well-rounded group of young women as future leaders

Sigma Beta: A Catholic society for men to promote the ideals of Christian morality, academic achievement, and fraternal association

Alpha Sigma Chi: A service organization for men to render services to the College and to the student body

Knights of Columbus: Abbot Charles Mohr Council 5360 founded in 1964 to foster in each brother the goals of charity, patriotism, and fraternity to God and country

The Gun Club: Dedicated to the promotion of good sportsmanship and the safe handling of firearms in this field of recreation

The Sports Car Club: Devoted to the promotion of automobile safety and to the fraternity of the membership

Karate Club: A club to develop poise, discipline in its members, to investigate the art of self defense, and to acquaint its members with the culture of Oriental people

Weight Lifting Club: To promote physical development and health of its members

6. STUDENT PUBLICATIONS *

The College encourages responsibly free expression through its sponsorship of several publications.

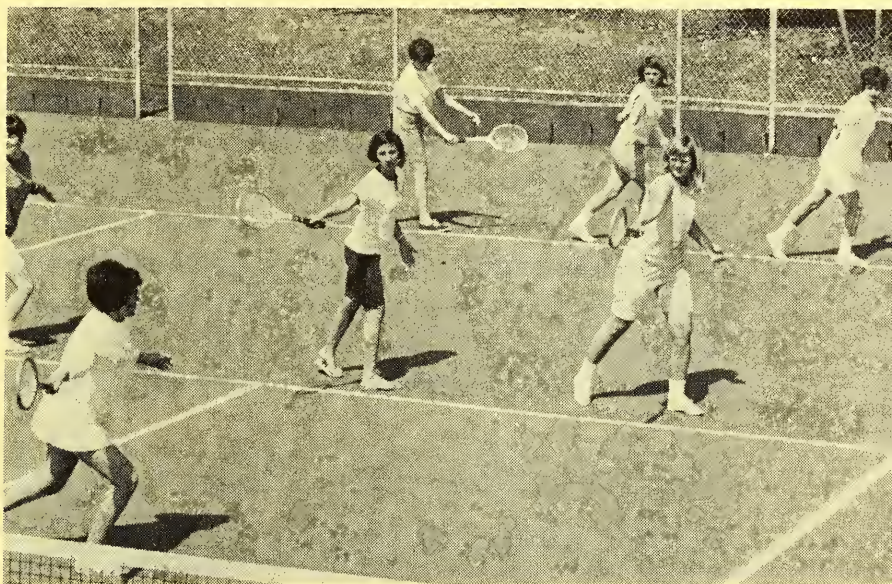
The Monarch: The student news medium and the organ of student opinion

The Golden Legend: The student yearbook of memorable happenings

The Encounter: The occasional literary magazine

The Alumnus: The news medium for former students

**The Chronicle-Reporter*, a news report of the activities in the Abbey and the College, is published regularly by the Abbey Press for the friends of Saint Leo.



7. ELIGIBILITY RULE (Officers of Student Organizations)

Officers of student organizations, staffs of college publications, and students participating in public collegiate performances or contests, academic or athletic, are subject to the following rule: In addition to passing all courses, they must not be on either academic or disciplinary probation and must be free from official censure of any kind.

8. STUDENT SERVICE

Student Service is a practical concept that arises from the truly Christian and Benedictine tradition and is a logical outcome of the Benedictine spirit of cooperative endeavor. Underscoring the inherent dignity of human activity, it brings this activity into focus in each student's life with the hope that each will discover greater significance in social concern. It has its roots in the religious, social, and psychological needs of every person to contribute to the welfare of the group to which he belongs and to the individuals who are companion members of the group.

It is an opportunity offered to each to contribute a share of his energy and talent to the well-being of the community of which he is a part; it is a fostering of that concern which leads to deeper involvement and commitment, which are among the qualities found in the educated man. Such service forms a part of the living student endowment to the other students and to the College. This concept of service is integral to the total program. Each student, therefore, upon application indicates his willingness to join in this aspect of Benedictine family undertaking.

The services rendered are as broad as the needs of the College and the students dictate. The student's engagement in its simplest form may take the pattern of community housekeeping responsibilities; it may run the gamut of activities such as library, workshop, assistantships in sports or in residence halls, or dedicated involvement in campus activities. It is the very nature of service that it is qualitative—a thing of spirit rather than of matter; it cannot be measured adequately by quantitative means. However, the minimum expectation of all students is the contribution of at least four (4) hours of service per week. Many students show the depth of their understanding, social concern, and commitment by acceptance of responsibility beyond the expected minimum and in more than one area.

9. STUDENT HEALTH SERVICE

Saint Leo College maintains a dispensary that is supervised by a registered nurse. Minor illnesses and accidents are treated routinely at the dispensary. The nurse is in regular attendance daily. A physician is on call. Students who require more extensive medical treatment are referred to physicians in Dade City. Similarly, students who require bed-care are referred to Jackson Memorial Hospital in Dade City. Facilities of the hospital are at the disposal of the student who requires emergency treatment.

The College has arranged for health insurance which provides for reimbursement, within specific limits, for surgery and for medical and hospital expenses in case of hospitalization due to illness or accident. The coverage is in effect twenty-four hours a day, both on and off campus, through the academic year and includes school holidays as well as a reasonable time at the beginning and end of the school year for travel to and from the College.

10. REMINDERS FROM THE STUDENT HANDBOOK

The time spent in college is a particularly crucial period in the student's life; crucial because for many a student it represents the last opportunity he will have to prepare himself formally for the life which is ahead of him. Certainly it is precious, for none of us has an inexhaustible amount of time. In a brief period of four years the student re-evaluates his life in the light of new knowledge and experiences, readjusts his goals or perhaps discovers new ones, and in general reorganizes himself so that he may more reasonably come to grips with life's problems. This inner probing requires serious reflection—even meditation—and demands continuous and consistent effort.

In keeping with the serious nature of college life, the College expects that each student reflect the sacredness of his commitment by exemplifying in his personal life conduct that befits the serious college student. To help the student to determine specifically what is expected of him, the *Student Handbook* establishes guidelines for a code of conduct. Such items as personal appearance, dress, residence hall living, and general behavior patterns are established in principle and in some cases in specifics.

11. AUTOMOBILES

Under the current policy, resident freshmen are not permitted to possess or to use an automobile. The only exceptions made to this rule are for

freshmen who are Veterans or are 21 years of age. Sophomores who have a cumulative average of 2.00 are permitted to have a car. All juniors and seniors are permitted to have cars unless this privilege is denied them for disciplinary reasons.

12. PLACEMENT SERVICE

The Placement Office of the College assists the student to secure meaningful employment after graduation. The Office maintains a Placement Library and has available information about current employment opportunities in business, industry, government, and education. It also arranges for campus interviews with visiting employer representatives. Confidential credentials of seniors and alumni are on file and are furnished to organizations interested in employing men and women from the College.

In cooperation with the Counseling Center, the Placement Office sponsors a testing program to help the student determine his interest and to uncover any skills and abilities needed for particular employment. It also plans and implements a career orientation program and provides information about the techniques of the employment interview and other essentials for employment.

III. Financial Regulations

1. TUITION AND FEES

The cost of attending Saint Leo College in 1967-1968 for two trimesters is \$2,015.00.

	<i>1st Trimester</i>	<i>2nd Trimester</i>	<i>Total</i>
Tuition	\$500.00	\$500.00	\$1,000.00
Residence expense: room and board, laundry, accident insurance and minor dispensary needs, linens	515.00	500.00	1,015.00

(Note: Rooms with airconditioning and other conveniences are \$30.00 to \$50.00 more.)

To this basic figure must be added laboratory fees for some courses and costs for special services.

<i>Laboratory Fees per Trimester</i>		<i>Special Services on Occasion</i>	
Core courses in science	No fee	Application (once only)	\$15.00
Introductory courses in science	\$15.00	Tuition for part-time students	
Advanced courses in science	25.00	(per credit hour)	35.00
Music: Private instruction	50.00	Graduation	35.00
Art: Ceramics	25.00	Transcripts (after the	
Typewriting (not Secretarial		first one)	1.00
Science students)	10.00	Deferred Examinations:	
Internship and Field		Final	5.00
Experience courses	50.00	Mid-term	3.00
Reading Clinic	10.00	Called	1.00
Speech Clinic	10.00	Late Registration	10.00
		Change of Course	10.00
		(drops, drops and adds)	

2. PAYMENT SCHEDULE

Included with Application	\$15.00
Room deposit upon acceptance	50.00
Completion of room contract (July 1)	100.00 – 150.00
Upon registration or before	Remainder of first trimester residence expense and tuition
October 1	Laboratory fees
January registration or before	Second trimester residence expense and tuition
February 1	Laboratory fees

3. DEFERRED PAYMENT

All financial obligations must be completed before a student registers for courses. Students who are interested in a deferred-payment plan may write the Bursar's Office for information concerning the Educational Funds, Inc. By this plan, payable in eight or more monthly installments, many students are enabled to attend college who would otherwise find it impossible. However, contracts must be in by August 1.

4. REFUND POLICY

It is the responsibility of the individual in case of withdrawal from the College to make formal application through the Records Office before any refund of tuition will be made. (Please note section 21 in Academic Regulations.) Refunds are determined not according to the amount already paid, but according to a percent of total money payable in the trimester in which the student withdraws. Any student asked to withdraw from the College for disciplinary reasons will receive no refunds.

Refunds are made on the following schedule:

Within the first week after arrival	80 per cent
Within one to two weeks after classes begin . . .	60 per cent
Within two to three weeks after classes begin . .	40 per cent
After three weeks	No refund

Laboratory fees are not refundable.

Note: Students drafted into the Armed Forces have refunds prorated.

5. FINANCIAL RESPONSIBILITY

No transcripts, letters of recommendation, certificates of attendance, or any other official documents will be made available for any student with financial indebtedness of any kind to Saint Leo College.

6. PERSONAL PROPERTY

The College is not responsible for loss of, nor for damage to, the personal property of students. Ordinarily the insurance carried by a parent automatically provides for this or can be extended for this purpose.

Students are encouraged to establish bank accounts at a local bank. They may deposit surplus funds with the Bursar upon occasion.

STUDENT AID

7. INTRODUCTION

The College provides scholarships and financial assistance to worthy students. These are awarded on a competitive basis to entering freshmen of outstanding promise. Such qualifications as the following are taken into consideration: scholastic achievement, the College Entrance Board scores, demonstrated financial need, character, participation in co-curricular activities, leadership potential, as well as any special service needed by the College. Normally, a personal interview is required.

Before applying for financial aid, a new student should first be admitted to the College and then request a financial aid application form from the Financial Aid Office. This form, properly executed, should then be returned to the Financial Aid Office.

The recipient of financial aid enters into a bilateral contract with the College. Therefore, to continue to receive financial assistance from the College a student must maintain good standing in the civic affairs of the College and a satisfactory scholastic record. Financial assistance is renewable on a yearly basis.

In general, the purpose of financial aid is to assist students whose financial means do not match the expenses of attending college. The applicant must prove financial need by filing with the College Scholarship Service of Princeton, New Jersey, a Parents' Confidential Statement.

The Saint Leo College Financial Aid Program combines financial assistance from the College and from the Federal Government. Usually, financial assistance is in the form of a packaged arrangement, drawing on one or more of various financial resources.

Financial aid from the College is in the form of funded scholarships, grants-in-aid, loans, and work scholarships; and from the Federal Government in the form of Educational Opportunity Grants, National Defense Student Loans, and Work-Study Grants. The College also participates in the Guaranteed Loan Program, co-sponsored by State and Federal Governments, and in the United Student Aid Fund Loan Program. In addition, the College is certified with the Education Funds, Inc., of Providence, Rhode Island, through which a student accepted by the College may arrange for time payments of educational expenses.

Financial Aid Programs Sponsored by Saint Leo College

8. FUNDED SCHOLARSHIPS

St. Charles Borromeo Scholarship: Obtained through gifts from friends, founded in 1895. It is a partial scholarship for deserving students. The beneficiary is designated by the Reverend President and the Board of Admissions.

The Mary Anne Riley Scholarship: Founded in 1918 by Col. E. R. Bradley of Lexington, Kentucky. The selection of the beneficiary is made by the Reverend President and the Board of Admissions and is to be based on scholarship ability.

The St. Joseph Scholarship: Founded in 1930 by Miss M. Freihoff of Johnstown, Pennsylvania. It is open to students for the sacred ministry who feel a call to the religious life in the Order of Saint Benedict. The beneficiary is designated by the Rt. Rev. Chancellor and the Seminary Board.

The Charlotte R. Campbell Scholarship: Founded in 1952 by the request of Charlotte R. Campbell. It is open to the students who feel a call to the religious life as a priest of the Order of Saint Benedict. The beneficiary is designated by the Rt. Rev. Chancellor and the Seminary Board.

The Reverend John F. O'Boyle Scholarship: Founded in 1957 by Mr. and Mrs. C. P. McCabe for two or more partial scholarships for priesthood students.

The Patrick and Margaret McCabe Scholarship: Founded in 1960 by Mr. and Mrs. C. P. McCabe for a partial scholarship for a deserving student of character and ability.

9. GRANTS-IN-AID

Grants-in-Aid are outright gifts to students who have exceptional and superior qualifications and who will render a genuine service to the College.

10. JOHN I. LEOANRD LOAN FUND

College Loans are granted to deserving students in financial need. Repayment begins six months after the applicant discontinues his formal education and must be completed on a scheduled basis within four years. The rate

of interest is 5 per cent. The recipient is expected to sign a note certifying his obligation to repay this loan.

11. SAINT LEO WORK SCHOLARSHIPS

The College provides work opportunities for deserving students in financial need or for students who have a particular talent which can be utilized for the benefit of the College. Students on a work scholarship may work up to ten hours per week and are paid on an hourly basis.

Financial Aid Programs Sponsored by the Federal Government

12. EDUCATIONAL OPPORTUNITY GRANTS

The Educational Opportunity Grant Program provides funds of \$200.00 to \$800.00 from the Federal Government, with the equivalent from the College in the same amount. The matching funds from the College may be grants, work scholarships, and loans (either College or National Defense Student Loan). To qualify for an Educational Opportunity Grant, the applicant must be in exceptional financial need, show academic or creative promise, be a citizen of the United States, and unable financially to attend college without this grant.

13. THE COLLEGE WORK-STUDY PROGRAM

This program is similar to the Saint Leo College Work Scholarship Program. The recipient may work fifteen hours per week when classes are in session and forty hours per week when classes are not in session. Payment for work done is on an hourly basis. To qualify, the applicant must be from a low or medium income family, a citizen of the United States, capable of maintaining good standing in his course of studies, and accepted as a full-time student in the College.

14. NATIONAL DEFENSE STUDENT LOAN PROGRAM

The National Defense Student Loan Program provides loans up to \$1,000.00 per year or \$5,000.00 during the entire period the student is enrolled in college. Repayment of the loan begins the first day of the ninth month after the student has discontinued his formal education or has graduated. The rate of interest is 3 per cent simple interest, beginning with the time

repayment becomes due. The repayment period is ten years. However, if the recipient teaches as a full-time teacher in a public or non-profit private elementary or secondary school, or in an institution of higher learning, 50 per cent of the loan may be forgiven at the rate of 10 per cent for each year he teaches in these schools. If the recipient teaches as a full-time teacher in a school certified to be for children of primarily low income families, the entire loan may be cancelled at the rate of 15 per cent per year for each year he teaches. Recipients who are members of the Armed Forces of the United States, the Peace Corps, or Vista may have their repayment suspended for a period of three years or for the time spent in one of these organizations, whichever is the lesser time. To qualify for a National Defense Student Loan, the applicant must be a citizen of the United States, be in financial need, and carry at least twelve hours of academic credit. The applicant is required to sign an oath of allegiance to the United States.

15. GUARANTEED LOAN PROGRAM

A student from a family with an adjusted income of \$15,000.00 or less a year may borrow up to \$1,000.00 per year. The borrower pays no interest while he is attending college. Repayment of principal and interest begins when the student has ceased his course of studies. At that time the Federal Government pays approximately one-half of the interest and the student pays the remainder. To make application for a Guaranteed Loan, the student should apply to a commercial bank, mutual savings bank, savings and loan association, credit union, or other eligible lending agency in his home community. Additional information and an application may be obtained by writing to the State Office of the state in which the student resides.

Other Financial Aid Plans

16. UNITED STUDENT AID FUNDS, Inc.

Under this program, a student may borrow up to \$1,000.00 per year. Repayments begin the first day of the tenth month after the student discontinues school. The rate of interest is 6 per cent simple interest. Under the Higher Education Act of 1965, the U. S. Commissioner of Education will pay the lending institution the interest on eligible loans while the student is in college and 3 per cent when the note becomes due. To make application for a United Student Aid Fund loan, the student should apply at his local bank or write to the Financial Aid Director of the College.

17. DEFERRED PAYMENT PLAN

The Deferred Payment Plan permits the student to meet his educational expenses out of income on a time-payment basis. The Education Funds, Inc., of Providence, Rhode Island, is the contracting agency for this purpose. A parent may select a one-year or multiple-year plan. Some advantages of the Deferred Payment Plan are the following:

1. Convenient low cost monthly payments
2. Life insurance on the parent
3. Total and permanent disability coverage on the parent
4. Trust administration in the event of the parent's death or disability, to be handled through the Rhode Island Hospital Trust Company

To qualify, the student must be enrolled in Saint Leo College and must complete his application before August 1. An application may be secured by writing to the Financial Aid Director of the College.

18. VETERANS ADMINISTRATION

Veterans and dependents of veterans enrolled at Saint Leo College are eligible for training benefits by the Veterans Administration. Those planning to attend college should consult the local Veterans Administration Office before applying for admission and should then follow the regular admission procedure. V. A. benefits are paid directly to the student. In order to receive payment from the Veterans Administration, the student must fill out a special form, available at the Office of Records and Admissions, at the end of each calendar month of attendance. Training time is designated by the Veterans Administration for each trimester as follows:

14 or more semester hours	full-time
10-14 semester hours . .	three-quarter time
7-9 semester hours	one-half time
1-6 semester hours.	less than one-half time



IV. Academic Regulations

ADMISSIONS

1. REGULAR ADMISSIONS REQUIREMENTS AND PROCEDURES

The admission policy of Saint Leo College is governed by the general principle that the student who applies and is accepted possesses the ability to do college-level work and has the desire to attend Saint Leo College. To enable the Faculty Admissions Committee to arrive at a decision, the applicant should:

1. Complete the application blank and attach the \$15.00 application fee
2. Request the principal of his high school to forward a transcript of the high school record
3. Request a recommendation from a high school teacher or guidance counselor covering character, intellectual qualities, seriousness of purpose, and any other special evidence as a guarantee of success at the College
4. Request letters of recommendation from his pastor, or employer, or any other person who knows him well
5. Take the Scholastic Aptitude Test and the English Composition Test of the College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey, and have the scores forwarded to Saint Leo College. The tests should be taken in January before the student graduates from high school

The applicant's credentials are evaluated, and the tentative decision is rendered shortly after the Admissions Office has received the information requested above. The College Medical Report must be received and reviewed before final acceptance.

High school students are urged to keep in mind the recommendations of the College for entrance. They are:

English	4 units
Mathematics	3 units
Science	2-3 units
Foreign Language . . .	2 units
Social Studies	3 units

To be reasonably sure of being accepted, a student should be prepared to meet the following criteria:

1. At least a C average
2. At least 800 on the SAT portion of the College Entrance Examination Board
3. Evidence of ability to write English in satisfactory fashion
4. Evidence of fair reading skill
5. Evidence of concern for others (Saint Leo is a residential college)
6. Evidence that the liberal arts college experience will be profitable to him
7. Evidence that he accepts the responsibility of his religious and civic obligations
8. Motivation

2. EARLY ADMISSION

Saint Leo College will accept candidates for *early admission* from high schools which officially approve of this policy and whose programs of study are satisfactory. The following conditions for *early admission* must be fulfilled:

1. No students will be admitted unless they are highly recommended by the principal of the high school
2. The College understands that the high school will recommend only students whose achievement in high school has been outstanding.
3. They are required to take the College Board Scholastic Aptitude Test and those College Board Achievement Tests which the College has recommended. They will not be considered for *early admission* unless the test scores are satisfactory. Satisfactory will mean a score of better than 600 on each of the College Board Scholastic Aptitude Tests and scores of better than 600 on the achievement test on English Composition.
4. They will be accepted at the end of their third year of high school.

5. These students will be classified as regular students of the freshman year. However, full college credit will be allowed only after the student has met all of the requirements for admission into the upper division of Saint Leo College at the end of the sophomore year.

3. COLLEGE BOARD ADVANCED PLACEMENT PROGRAM

Saint Leo College invites applications from students who have taken College Board Advanced Placement Examinations. The College will evaluate the results of these tests with the possibility of offering both college credit and advanced placement. Students with scores of 3 (creditable), 4 (honors), and 5 (high honors) will be considered for credit (awarded only at the end of the first scholastic year) as well as for advanced placement. In some instances a 2 may warrant exemption from a required course.

4. ADMISSION OF TRANSFER STUDENTS

A student wishing to transfer from an accredited college should apply in writing and should have sent to the Admissions Office:

1. An official transcript of his high school record if he has had less than two years of college work
2. An official transcript of courses taken at each institution which he has attended, with a statement of honorable dismissal and of satisfactory academic standing for each
3. Results of the Scholastic Aptitude Test and the English Composition Test of the College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey
4. A recommendation covering character, intellectual qualities, and seriousness of purpose

Only courses which correspond to, or are similar to, those offered at Saint Leo College and in which the student has earned a grade of C or better are considered for transfer. Ordinarily, the transfer credits granted do not exceed credits given for similar courses at Saint Leo College. An evaluation of maximum transferable credits is made at the time of the student's acceptance. Acceptance of admission by the transfer student is regarded as acceptance of the evaluation of credits for transfer. No further action may be requested at a later date.

Students transferring from other institutions will not be given advanced standing if they have been dismissed for poor scholarship by another college. Transferring students must complete successfully one full year of work before credits from another institution will be officially recognized and recorded.

Transfer students must meet all residence, grade, and credit requirements if they expect to graduate from Saint Leo College. They will not ordinarily be accepted into upper division studies until they have met the requirements of the lower division. Generally, this will mean at least a trimester of residence or until the essential lower divisional studies have been completed satisfactorily. Junior college students are urged to check with the Admissions Office as early as possible upon deciding to transfer to Saint Leo College.

5. ADMISSION AS A SPECIAL STUDENT

A student who wishes to enroll for courses without being a candidate for a degree may be admitted as a special student provided he meets the regular entrance requirements and proves himself qualified to pursue the studies concerned. A special student is subject to the same academic regulations and discipline as other students. However, he is given no class rating and is not eligible for academic honors. He is charged for courses at the rate of \$35.00 per credit hour, plus any special fees related to his particular courses. Students taking less than three courses plus the General Seminar are classified as special students.

GRADING

6. THE GRADING SYSTEM

The following grading system is used at Saint Leo College:

A — Excellent	I — Incomplete (a conditional failure depending upon completion or non-completion of assigned work or tests in satisfactory fashion within three weeks after the beginning of the trimester following the trimester in which the Incomplete (I) was incurred)
B — Good	W — Withdrew from the College
C — Fair	
D — Poor, but passing	
F — Failure	FA — Failure due to excessive absence

7. GRADE INTERPRETATIONS

Grade A is reserved for work that is exceptional in quality, for work showing keen insight, understanding, and initiative well beyond the requirements of the course. This grade cannot be earned solely by conscientious preparation of assigned work or by high grades on tests.

Grade B is given for work that is consistently superior, for work that shows interest, effort, and originality that lift it well above the average. Conscientious preparation of assigned work alone does not merit B; the grade is a recognition of quality.

Grade C is a respectable grade. It is the minimum grade required for graduation. It assumes regular attendance at class, punctuality, consistent preparation of work day by day, and completion in a satisfactory manner of all work required for the course.

Grade D indicates below average work which is passing but below the standard level generally necessary for taking a course which has this course as a prerequisite.

Grade F indicates failure.

Grade I indicates conditional failure. This mark will be used only

- (1) when the work in the course is incomplete for reasons of illness or
- (2) when further evaluation by the instructor is needed before he can determine the final grade.

8. QUALITY POINTS

Quality points are assigned as follows:

- A — 4 quality points per hour; B — 3 quality points per hour;
C — 2 quality points per hour; D — 1 quality point per hour.

The grade point average (sometimes referred to as the honor point average) is defined as the ratio of the total number of quality points to the total number of hours carried. For example, an A in a regular course would earn 16 quality points; the grade point average would be 4.0. (Cf. section 15 on courses and credits.)

ACADEMIC STANDING

9. CLASSIFICATION OF STUDENTS

Saint Leo College requires a minimum of 31 courses plus General Seminar for graduation. This averages out to four courses plus General Seminar for each trimester. Some students are able to maintain this pace without difficulty. Some may need more time, either by attending summer sessions or by an extra trimester. Students in science and mathematics must expect to spend more time to meet their requirements for graduation.

Some leeway is allowed in the number of courses required to remain a member of a class.

Freshmen must have passed at least 8 courses, counting General Seminar 121-122, to be admitted to sophomore standing.

Sophomores must have passed at least 17 courses, counting General Seminar 221-222, to be admitted to junior standing. (Note also the section below on Eligibility for Upper Division.)

Juniors must have passed at least 26 courses, counting General Seminar 321-322, to be admitted to senior standing.

Seniors: over 26 courses.

Non-degree students are classified as special students.

10. ELIGIBILITY FOR UPPER DIVISION

The following are the requirements for admission into the upper division of Saint Leo College:

1. Completion of seventeen courses (including two courses in General Seminar if the student has been in attendance at Saint Leo College)
2. Completion of fourteen courses in the Core Program, including English 122, Philosophy 121, 221, Basic Social Science 121-122, Humanities 221-222, Theology 221, General Seminar 121-122, 221-222
3. Satisfactory performance on the oral and written Sophomore Comprehensives
4. Grade point average of 2.00 or above
5. Acceptance into a concentration program

11. ACADEMIC PROBATION

A grade point average of 2.00 or better is required for graduation. Therefore, a student will be placed on probation if he is not making satisfactory progress toward that goal. By the completion of his freshman year he must have at least a 1.60 grade point average; by the completion of his sophomore year a 1.80; and by the completion of his junior year a 2.00.

He has the following academic year of two trimesters and the intervening summer sessions to meet the next check point. This period may even be extended for justifiable reasons, but consideration will not be granted a student who shows flagrant neglect of effort.

12. ACADEMIC SUSPENSION

A student who fails to show adequate evidence of improvement during the probationary period will incur academic suspension for a period of at least one trimester or, if it seems in the best interest of the student and the College, dismissal.

Students who fail more than 50 per cent of the courses attempted during any trimester or session are subject to academic suspension for one trimester. All cases of students desiring to return will be referred to the Academic Committee for decision. When such students re-enter, they are on probation for such period as the Academic Committee may deem appropriate.

ACADEMIC STANDARDS AND PROCEDURES

13. REGISTRATION

Entering freshmen are generally preregistered during the summer prior to admittance. All students in attendance in any session must preregister during the period set toward the end of that trimester (session) for courses to be taken the following trimester. Failure to register at that time subjects the student to the late registration fee. (Cf. Financial Regulations for late registration fee.) Formal scheduling of classes takes place just before the opening of classes in a trimester.

14. DROPS AND ADDS

Students in session who have preregistered have the option of changing courses, sections, and concentrations *before* the *formal* scheduling of classes

of the next trimester without charge. After that a charge of \$10.00 will be levied.

A student who registers for any course—audit or credit, required or elective—is expected to complete it. Each student has the prerogative of dropping a course during the first four weeks of a trimester without academic penalty. Beyond that time the student will receive a mark of F for any course which he drops. If the withdrawal is *not made officially*, that is, by filling out a *Withdrawal-from-Class form obtained from the Records Office*, the student's permanent record will carry an F for the course.

During the first week of a trimester a student may replace a course he has dropped by adding another, provided he meets the qualifications for it. The charge for drops and adds is \$10.00 for each one (combined). The charge will not be levied when the change is the result of faulty counseling.

15. COURSES AND CREDITS

Saint Leo College uses the course unit system in its new program. Each course is a unit of the total needed to graduate, and each course, regardless of some variations in the time necessary to devote to it, is equivalent to four semester credit hours in the standard American collegiate system.

16. STUDENT LOAD

Four trimester courses plus the unique General Seminar year-course are the normal student load. In addition, one quarter-course from the Division of Fine Arts may be taken for credit each trimester. (Four of these may be added together to make the equivalent of one full course.) After the freshman year a student who has at least a 3.00 grade point average may take one course for audit over and above the normal load. Upon approval by the Dean of Academic Affairs, he may take the course for credit. A change from audit to credit will not be permitted after the first week of the trimester.

Any student who is earning part of his tuition by work during the school year may be required to limit his load to three courses and the General Seminar.

Students who incur failures or change their program of concentration may not, for these reasons, carry extra courses. They must make up the extra courses or complete their work by an extra trimester or in special sessions.

17. CLASS ATTENDANCE

Class attendance is a very important part of the necessary activities in which a student must be engaged. Faculty members have as their major assigned responsibility the guidance of students in learning activities. A large measure of this guidance is through the organized pattern of lectures, discussions, and laboratories. Illness is the only personal reason which can justify non-attendance.

Each teacher at the College formulates for each of his or her classes an attendance policy, and students, regardless of their personal feelings, are obliged to comply with it. The student's failure to accept this responsibility will result in his withdrawal from the course and a mark of FA (Failure on account of Absence) on his permanent record.

18. INCOMPLETES

If a student has carried a subject successfully until the end of the trimester, but for some justifiable reason, such as illness, is unable to complete the work, he will receive an Incomplete (I). Such uncompleted work must be completed by three weeks from the regular date for submitting grades; failure to complete the work within this time limit will result in failure for the course. A senior cannot graduate if he incurs an Incomplete (I) during the last trimester.

If the incomplete is for legitimate absence from a final examination, the Dean of Academic Affairs may at his discretion give the student a permit to take a makeup examination. This permit must be filed in the Records Office along with the \$5.00 fee in order to authorize a teacher to prepare a late examination. The teacher will administer the examination at his convenience within three weeks after the start of the next trimester (unless otherwise specified by the Dean). Meanwhile, the incomplete counts as a failure on the permanent record.

A student suspended for disciplinary reasons over the period of examinations is not eligible for a makeup examination unless this was clearly specified in writing by the Dean of Student Affairs at the time the suspension was imposed. In such cases a failure is recorded for all uncompleted courses.

19. FAILURES

Any course needed for graduation which has been failed must be repeated as soon as that subject is offered again during the regular academic year

or in the May Session. No failure can be removed by correspondence, by taking the course at another institution, or by independent study; nor may a course be repeated more than twice. The grade for such a repeated course must be at least a C.

The requirement of General Seminar is for each trimester in attendance. Transfer students are not expected to make up this course for the years they were not at Saint Leo College. Since General Seminar is so integral to a Saint Leo College education and since failure in it can be achieved only by a most serious neglect of responsibility, one trimester failed is sufficient to place a student on probation (cause: lack of good intention); two trimesters of failure are cause for dismissal.

20. WITHDRAWALS FROM THE COLLEGE

If a student finds it necessary to withdraw from the College for any reason, he must do so officially to obtain honorable academic dismissal, i.e., to receive a W on his permanent record. Forms are available in the Records Office; the procedure outlined therein must be followed. Students who fail to carry out these provisions will receive failure (F) in all courses for the trimester in which they withdrew. In such cases the official withdrawal date for the permanent record will be the last day of the trimester.

Since early withdrawal cannot be officially recognized until the student completes the procedures for withdrawal, there can be no refund of tuition or residence payments until such form is filed and receipted. The effective date of withdrawal will be the date the completed form is filed in the Records Office.

21. VETERANS

Veterans must maintain a C average (2.00) in order to continue to be in good standing for Federal Aid. They must also keep in mind any regulations regarding changes in concentrations which may affect their standing.

22. TRANSCRIPTS AND LETTERS OF RECOMMENDATION

During the periods of final examinations and the beginning of new trimesters requests for transcripts and letters of recommendation cannot be filled. Requests for transcripts are handled promptly at other times provided student accounts are paid to date. The transcript fee after the first one is \$1.00.

Students may not expect favorable letters of recommendation in matters academic unless they have a grade point average of 2.75; for graduate school, at least 3.00.

DEGREE REQUIREMENTS

23. APPLICATION FOR DEGREE

Presently the College has one graduation scheduled in the spring. Students must make a formal application through the Records Office to graduate. In order to provide time for the graduation committee to completely research the applicant's record, these applications must be submitted by the end of the first week of the trimester in which they expect to complete the courses.

24. ACADEMIC REQUIREMENTS

To earn the degree of Bachelor of Arts, a student must:

1. Complete at least 31 courses plus four years of General Seminar; fourteen of these must be at or above the 300 level (possibly only twelve in some concentrations)
2. Fulfill the basic program requirements
3. Attain an overall grade point average of 2.00
4. Complete all the requirements of the degree program of his concentration
5. Make at least C in all courses of his concentration
6. Complete successfully the comprehensive examinations
7. Take the SAT and Area Tests of the Graduate Record Examinations

25. NON-ACADEMIC REQUIREMENTS

1. Fulfill the residence requirements
2. Take the required Physical Education courses (four trimesters with an average of C)
3. Participate satisfactorily each trimester in the Student Service Program
4. Satisfy all financial obligations
5. Be present at all graduation functions

26. RESIDENCE REQUIREMENTS

Four academic years or eight trimesters are ordinarily required to earn the Bachelor's degree. Students who transfer from another college must be in residence (attendance) at least one full academic year immediately preceding their graduation and must complete a minimum of eight courses plus General Seminar in Saint Leo College.

27. THE COMPREHENSIVE EXAMINATIONS

The Sophomore Comprehensives, both oral and written, are intended to assist in determining whether or not a student is prepared for upper division studies. They are required.

The Senior Comprehensive is intended to measure the student's level of achievement during his four years at Saint Leo College; to reveal the quality and depth of his understanding, judgment, and expression both in basic liberal education and in the area of his concentration. They are required of all seniors.

HONORS

The College honors those students who have displayed notable evidence of their progress toward becoming educated men or women of character.

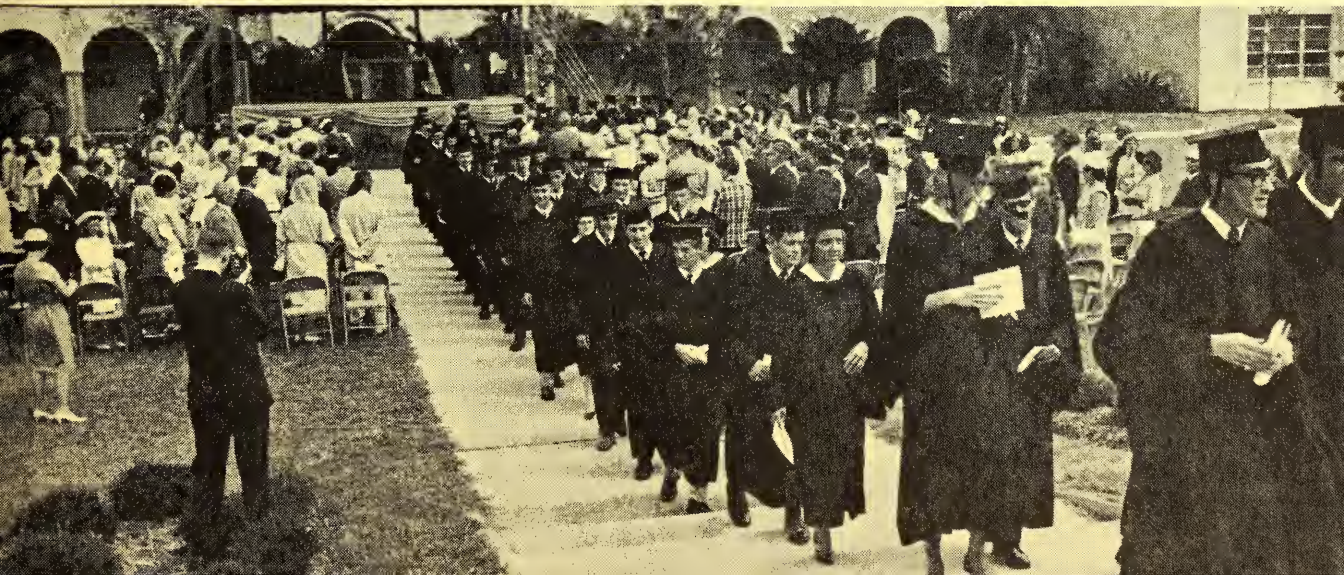
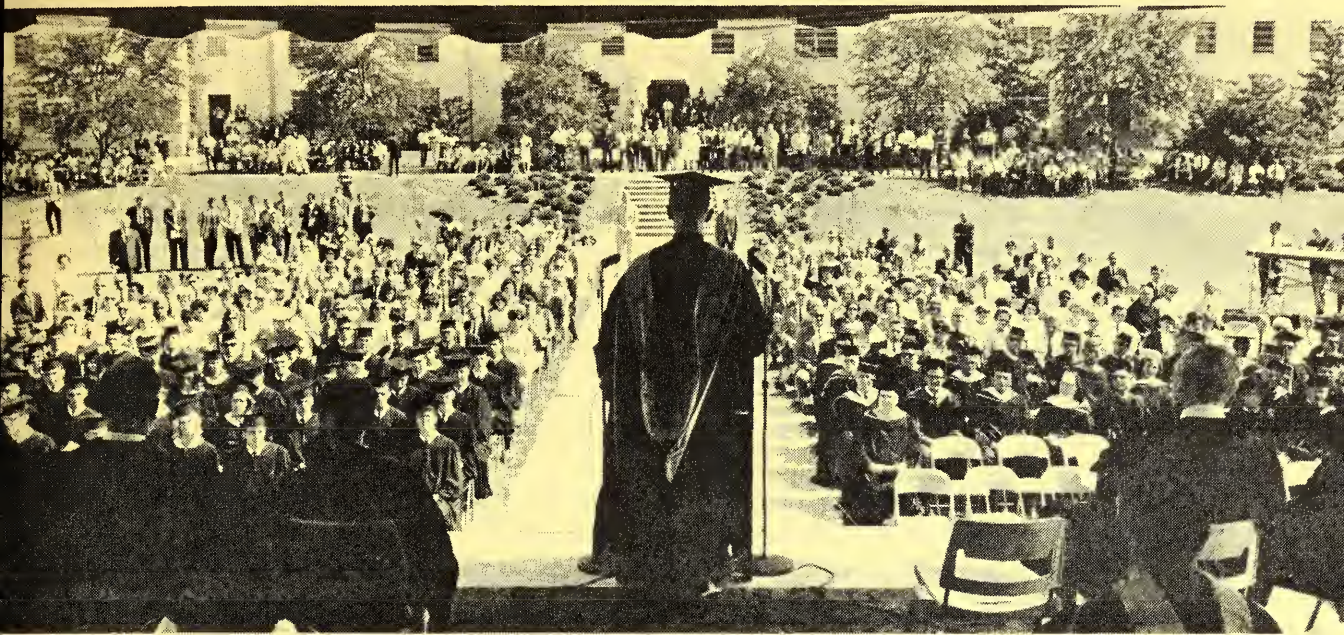
28. DEAN'S LIST

At the end of each trimester those students who have earned an honor point average of 3.25 or better are recognized by placement on the Dean's List. Each trimester all on the Dean's List are reviewed for signal honor on the basis of high quality participation in all phases of campus life. A selected number of outstanding students are appointed for membership in the campus Honor Society.

29. GRADUATION WITH HONOR

Graduation with honor is open to all students who have maintained at least a B average throughout their college career. The election to honors will be determined by:

1. The grade point average (as explained below)
2. The breadth and depth of understanding displayed in the comprehensive examinations
3. The scores on the Graduate Record Examinations
4. General evidence of outstanding merit



academic regulations

Following these norms, the degree is conferred:

cum laude upon a student who each trimester during his four years at Saint Leo College has maintained an average of 3.00 or who during his junior and senior years at Saint Leo College has attained an average of 3.50

magna cum laude upon a student who during his sophomore, junior, and senior years at Saint Leo College has attained an average of 3.65

summa cum laude upon a student who during his four years at Saint Leo College has attained an average of 3.80

30. AWARDS

The following awards are given to members of the graduating class:

1. The Clara McDonald Olson Scholarship Award to the graduating student earning the highest scholastic average and exhibiting the qualities of the true scholar. He must have attended the full four years
2. The John I. Leonard General Excellence Award to the member of the graduating class who best embodies the qualities of character, scholarship, service, leadership, and general excellence for which Saint Leo stands
3. The Abbot Marion Bowman Activities Award to the member of the graduating class whose participation and leadership in extra-curricular activities have been of the highest order
4. The Robert Velten Student Service Award to the member of the graduating class whose participation, cooperation, and example through all four years best typify the spirit of service encouraged through the unique Student Service Program of the College

31. THE FLOREAT AWARD

This award is given annually at graduation by the Board of Directors in recognition of distinguished benefaction to Saint Leo and to Catholic education in the State of Florida. Recipients have been:

- 1961 Right Reverend Monsignor MacEachen
- 1962 Mr. Robert A. Brown
- 1963 Mr. Leo N. Hierholzer
- 1964 Mrs. R. Hill Bolling
- 1967 Mrs. Bertha Evans Brown

V. The Academic Program

The academic program of Saint Leo College is firmly anchored in the liberal arts and sciences. Likewise it is student-centered. It does not constitute a system of majors. It has instead programs of concentration. Although the “major” system and a program of concentrations are comparable in some ways, there is an inherent difference.

As an institution of the liberal arts and sciences the College emphasizes a strong program common to all students. The concentration in this context emerges as the area of interest and talent which the student wishes to pursue more intensively. Through the concentration he does not move merely to undergraduate specialization which is often the case with the “major” system.

Instead, he is expected to search for the principles of his selected discipline and to relate them to the other coordinate areas of the overall program. He is, in fact, expected both to discover the relationships and to perceive the impact of the other areas of human endeavor and to see the relationships and to perceive the impact of his selected area upon them.

The ultimate purpose—through classes, seminars, comprehensive examinations, independent study, counseling, and the context of the total program of student life—is to make of the student a person more adequate to live in the modern world (and to prepare for the twenty-first century), reasonably aware of his strengths and weaknesses and of his options and responsibilities.

The major features of the academic program described below are as follows:

1. The integrative core or basic program required of all students
2. Fields of concentration from which the student may select the one most appropriate to his interests and goals
3. Flexibility in organization which facilitates meeting individual differences in background and purpose and provides for guided individual work and research and independent study
4. Seminars: general; college-wide lecture; divisional-senior
5. Comprehensives

1. THE CORE PROGRAM

The Saint Leo College Program places strong emphasis on a basic series of required area studies. The purpose of this structuring is twofold: (1) to give the student a fairly comprehensive liberal arts and science background, and (2) to provide sufficient time—up to one-fourth—to develop a correlative program in depth for the particular area of knowledge in which the student has developed a special interest.

Through directed and independent study in the basic core program, each student acquaints himself with the liberalizing arts and sciences—the major areas of human knowledge. Specifically, he seeks from the study of theology (two courses) and philosophy (four courses) ultimate truth and strengthens his will to pursue ultimate good. He gains insights and values which serve as bases of judgment and guides to action in his confrontation with personal perplexities in the contemporary world.

Through the intensive study of two languages and their literatures—his own and one other (six courses equivalent)—he extends and refines his ability to communicate with increasing thousands of his contemporaries. He acquires through art and music (two courses equivalent) a deeper sensitivity to, and awareness of, beauty in man's creations, and he nourishes his own creativity. He gains insights into the development and impact upon the modern world of the mathematical, biological, and physical sciences (four courses).

Through the social sciences (two courses), he comes to understand the culture of his country and is able to compare it with other great cultures in our interdependent world and to have a clearer grasp of economic, social, and political problems and principles—an understanding requisite to responsible citizenship in our times. He also participates in the unique General Seminar program throughout his four years, which serves both as an integrative force in his ordering and relating of the knowledge he acquires and as a spur to social action and leadership.

In the main, the intention is to provide exposure to, and study in, all five academic divisions before the student pursues a concentration. For this reason, time for concentrations is provided only after the first year for all areas of study except the Natural Sciences and Mathematics and the Fine Arts. Since the nature of the development of these sequences requires more linear time, the program arrangement must be adjusted to provide specific introduction of subject matter from the outset.

The pattern of the academic program is graphically shown in the chart on the following pages.

GENERAL DESIGN OF ACADEMIC PROGRAM
(with explanatory notes)

<i>Subject Areas</i>	<i>Units</i>	<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
1. Communications (EH 122)	(1)	1			
2. Philosophy	(4)	1	1	1	1
3. Science-Mathematics (CY, BLY, PS, MS 121)	(4)	1 1	1 1		
4. Foreign Language (FLE 121-122-221)	(3)	1 1	1		
5. Social Science (SSE 121-122)	(2)	1 1			
6. Concentration	(8)		1	1 2	2 2
7. Theology (TY 221-321)	(2)		1	1	
8. Humanities (HS 221-222-321-322)	(4)		1 1	1 1	
9. General Seminar	(4)	½ ½	½ ½	½ ½	½ ½
10. Elective	(3)			1	1 1
11. Senior Seminar	(1)				½ ½
TOTAL	(36)	4½ 4½	4½ 4½	4½ 4½	5 4

1. EH 122 is the required course for the basic program. However, students who do not meet the prerequisite of EH 121 by examination (C.E.E.B. or Saint Leo College test) must take EH 121 first.
2. The sequence is Introduction to Philosophy, Philosophy of Science, Philosophy of Man, Social Philosophy. One each year.

academic program

3. Four courses, any sequence (depending on previous studies); previous work or examination may exempt or require taking a higher level course.
4. Introductory sequence is three courses; previous work or examination may exempt or require taking higher level courses.
5. Introductory courses; required of all unless exempt by examination; any further social science sequence must have this as the prerequisite.
6. The normal requirement is eight courses plus Senior Seminar; some sequences may have related requirements.
7. This sequence must be taken by all, the first course in the sophomore, the second in the junior year.
8. Integrated sequence. Required during sophomore and junior years.
9. Required each trimester in attendance.
10. Elective: Free electives—no more than one in any year.

One will be used up for Communications 121 if tests show that course to be necessary. One may be taken on a “pass-fail” basis unless it serves for related requirements as in Education or Science-Mathematics.

They should be taken outside the division in which the student is concentrating except for Science-Mathematics where they can be used for related requirements. They may be used for three of the required Education courses (the fourth is SSE 121-122).

Students are strongly advised to use only one in the freshman-sophomore years, holding two of them for the junior and senior years when they can also serve the qualitative requirement of 300 level or above courses (cf. graduation requirements).

11. Integrated sequence.

2. CONCENTRATIONS

Not later than the beginning of his junior year, the student selects the field of concentration best suited to his interests and goals. He may choose his concentration as early as the first trimester of his freshman year if he

is firm in his purpose. In fact, if he expects to enter the field of medicine or dentistry or to pursue in depth in the graduate school any field requiring extensive preparation in such related disciplines as the natural sciences and mathematics, he will save time by deciding early on his concentration. If he plans to teach, particularly if he plans to teach a field in the secondary school, he should not delay his decision beyond the first trimester of his sophomore year if he expects to include in his program the required courses in professional education. *

The following schema indicates the scope of the program of concentrations in Saint Leo College by division and by combinations.

<u>Division</u>	<u>Concentrations</u>		
1. Fine Arts	Art	Music	Theatre
2. Philosophy and Theology	Philosophy		
3. Literature and Language	Literature	Speech	
	German	Spanish	French
4. Natural Science and Mathematics	Biology	Chemistry	Mathematics
5. Social Science	Economics and Business	History	
	Political Science	Psychology	Sociology
6. Institute for Creative Teaching	Elementary Education	Physical Education	
	Secondary Education through divisional concentration in selected subject field		
7. OTHER COMBINATIONS			
Pre-Med	International Relations	Humanities	
Pre-Dental	American Studies	Science	
Pre-Law	Social Studies		

*Cf. the required courses in the section devoted to *The Institute for Creative Teaching*.

3. FLEXIBILITY

Since Saint Leo College is committed to assisting each of its students to develop his full potential as a person created to the image of God, we accept responsibly the fact that individual students differ in background, motivation, purpose, and goals. At the same time we believe that a constructive academic program, a personal approach to instruction through conferences with instructors and advisors, and easy access to needed counseling coupled with a friendly environment, can and do effect desirable behavioral changes if they are needed. By providing for flexibility in several aspects of the academic program, the College attempts to meet the challenge of liberally educating each of its students.

In the basic core program there is some flexibility in the meeting of the various prerequisites. For example, EH 122 is a course required of all. However, EH 121 is provided for the student who is not ready for EH 122. Likewise, students weak in mathematics begin with MS 121 Core Mathematics; those who are strong and expect to concentrate in one of the natural sciences or mathematics go immediately into MS 123 or higher.

In any required subject, a student of exceptional ability and achievement in the subject may obtain a waiver of the requirement by exhibiting his competence on a comprehensive written examination in the subject. Flexibility is implicit, also, in the choice and design of each concentration.

Four other kinds of flexibility characterize the academic program:

1. The individual teacher's approach to, and organization of instruction in, the subject for which he is responsible
2. *Directed Reading*—a course required in most of the concentrations in the junior year
3. *Individual Work*—a course open in most fields to seniors
4. Independent Study

The Teacher's Approach. Each teacher has his own way of instructing. To the extent that he knows his subject field, sees its many relations to other fields of knowledge, understands his students and their particular ways of viewing his subject and developing understanding of it, and cares about their development, to that extent he will use his creativeness in his role as instructor—their instructor. Thus, flexibility will characterize his approach, since each student will differ in some way from the other students in the class.

Saint Leo College accords each faculty member freedom to develop his own instructional procedures within the framework of the function of the course, of the general syllabus provided for the subject, and of the expectation that each student in the class will be developing under his guidance.

Directed Reading. Required in most of the fields of concentration and open as an elective in some is a course designated 329 *Directed Reading* in the field (biology, chemistry, history, etc.). Its function primarily is to develop or to strengthen the background of the individual students who are beginning their concentrations in the field. Flexibility is implicit in the three criteria which govern the selection of the readings assigned each student for study and discussion:

1. The stage of his development in the field
2. The pertinence of the selection to basic knowledge in the field
3. The stimulation offered for further inquiry and discovery

In this course, the student is given help in understanding technical terms and procedures and in extending his background through independent research. He receives direction for study from the instructor. He shares his reading with other students and is enriched thereby. He is encouraged to begin to acquire his personal library in the field of his concentration. Since this course is co-requisite with other courses in his concentration, its intellectual returns are felt immediately, thus strengthening his study of his concentration. In brief, the function of the course is to open up vistas for each student, not to stifle enthusiasm for the subject. The vistas may vary.

Individual Work. Open to seniors as an elective is a course designated 429 *Individual Work* in a field (biology, political science, sociology, etc.). It is designed to provide a competent student who has the approval of the Divisional Chairman with the opportunity for guided intensive research or independent study of a selected topic or problem relevant to his purpose or interest. It may either extend the scope of the student's concentration or deepen it. *Individual Work* varies as the need and purpose of each student undertaking it vary. In a very real sense *Individual Work* is an honors course.

Independent Study. One of the distinguishing characteristics of the educated person is his ability (and one might add, his habit) to pursue the study of a problem, question, topic, or subject independently to his own satisfaction or to meet the requirements of a goal he has set. Grades of A in the normal class, provision for the waiver of certain required courses, honors courses and programs all imply independent study of high quality.

4. SEMINARS

Each student participates in three kinds of seminars as part of his required academic work:

1. The General Seminar
2. The Lecture-Seminar
3. The Divisional Senior Seminar

These seminars serve, each in a particular way, as integrating forces. They assist the student to discover relationships among the fields of knowledge—insights new to him—to re-interpret meanings, and to perceive deeper significance in his studies. They assist the College to present knowledge as unified, whole, active, and developing.

General Seminar. Required of all students throughout the four years as part of the basic core program, one of the very important parts of the engagement with reality which a student makes at Saint Leo College takes place through the General Seminar. On a random basis each student as part of a small group of other freshmen, sophomores, and upperclassmen meets throughout the year in periodic discussion on significant issues confronting the student society or the larger social context.

Lecture-Seminars. An integral part of the academic program is the college-wide lecture-seminar. On the average of once a month a guest lecturer distinguished nationally and internationally for his or her achievement, vision, and leadership in some field of knowledge and endeavor is invited for a period of one to two days to give lectures. Each lecture is followed by small discussion groups in which the seminal ideas of the lectures are discussed, issues are raised, and questions for the lecturer to answer are formulated. In a general assembly following the seminars, the questions are presented by the secretary of each group to the lecturer. In answering the questions he notes implications, varying points of view, and significance for further study. During the period, the lecturer is available to individual students and small groups for interviews. In the course of the academic year, at least one lecture is representative of an area included in each of the five divisions of the academic program.

The purpose of the lecture-seminar is manifold. Among the values it aims to achieve are the following:

1. To extend each student's intellectual horizon

2. To increase his awareness of, and sensitivity to, the worth and dignity of his fellow students
3. To provide abundant experience in effectual group discussion of significant ideas
4. To develop each student's powers to communicate
5. To foster the continuing dialogue
6. To develop and to strengthen the awareness of the unity of knowledge

Divisional Senior Seminar. Required of all seniors. Structurally, the senior seminar is divisional in that all seniors concentrating in subject fields included in a division participate in it for a three-hour period twice a month. It is also subject-wide in that all seniors concentrating in a given subject field participate in a three-hour seminar twice each month. The divisional and the subject-wide sections of the seminar meet alternately.

The divisional chairman and the chairmen of the students' particular concentrations cooperatively structure the seminars and guide the development. Their responsibility is so to plan cooperatively and so to guide the development of the seminars and the students' participation and contributions to them that the purpose for which the seminars are included and required in the academic program is achieved.

Both the divisional and the subject-wide seminars are unifying in nature. They assist the students to order and to integrate with greater clarity the knowledge they have acquired thus far in all of their courses—both required and elective. They assist them also to increase their awareness of comparable insights shared by other students in the division and the subject fields thereby sharpening and deepening their communicative power. Through the discussion of problems, issues, and the challenge of research under the leadership of the responsible professors, the seminars serve as an inspiring testing ground both for further inquiry and study and for the clarification of one's personal philosophy of living.

5. COMPREHENSIVES

The comprehensive examinations required of each student toward the end of his sophomore and his senior years are an integral part of the academic program. Based on the assumption of the unity of all knowledge and on the assumption of the uniqueness of the individual person's interiority and integrative processes, they serve a twofold function. They assist the student to order, through careful preparation and direction, the knowledge

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he has thus far gleaned from the academic program he has pursued. They also assist him to clarify, and perhaps to extend, the meanings his knowledge has for him in the everyday issues, problems, and personal relations he encounters. Thus, they are, in a constructive sense, an aid to self-examination and evaluation.

Sophomore Comprehensives. Toward the end of his sophomore year, each student must take both an oral and a written comprehensive examination as part of the requirements for achieving junior status. Both of these examinations are designed to assist the student to evaluate his achievement thus far in the basic core program and to determine, in part, his field of concentration. The oral examination is primarily a self-evaluation session with three faculty members during which the student gives evidence of his growth and readiness to pursue successfully junior and senior studies.

Senior Comprehensives. Early in the second trimester of his senior year, each candidate for the degree of Bachelor of Arts is required to take the senior comprehensive examination. The written examination has two sections. The first is designed to test the student's grasp of the content of the basic or core subjects; the second, his grasp of his field of concentration. The oral examination is focused upon the extent to which he has integrated his field of concentration with other fields and is able to relate his knowledge to values implicit in philosophy and Christian theology.

The purpose of the senior comprehensive is threefold: (1) to assist the student to evaluate his readiness for graduate work or specialized technical training in his chosen field; (2) to assist the student to discover his strengths and weaknesses and to plan his advanced studies realistically, i.e., with greater knowledge of himself and his achievement; and (3) to serve as one criterion for the awarding of honors.

VI. Courses of Instruction

COURSES AND CREDITS

In 1966-1967 the College instituted a new program of studies for freshmen, and in the school year 1967-1968 extended it to all other students. According to the new arrangement the student takes four courses plus General Seminar each trimester. (Cf. section 15, Courses and Credits, in Academic Regulations.) Formerly he took five courses plus General Seminar. The number of class hours per course is determined by the subject and the needs of the student. Courses for freshmen generally meet five days a week in combinations of lecture, discussion, and laboratory.

NUMBERING SYSTEM

With the new program the College adopted a numbering series which places almost all courses within a —20 to —30 pattern:

1. Courses numbered 121-129 are introductory.
2. Courses numbered 221-229 (some of which are introductory) are open to freshmen who are qualified, sophomores, and juniors.
3. Courses numbered 321-329 are open to sophomores, juniors, and seniors.
4. The 421-429 courses are open only to juniors and seniors, unless otherwise specified.

Left unchanged is the numbering for such college-wide courses as the required courses in physical education, the applied courses in music, certain part-courses of an introductory nature open to all students, the Senior Seminars, the internship in teaching, field work, and individual projects.

Required courses in the 100 and 200 level should be completed in the freshman and sophomore years whenever possible.

Courses are offered at least once each academic year unless otherwise specified in the course descriptions. The calendar year extends from September 1 to August 15. Some of the more specialized courses may not be offered except during the May Session or during summer programs.

SYMBOLS

ART—Art, BLY—Biology, BSN—Secretarial Science, CY—Chemistry, ES — Economics, EN — Education, EH — English, FLE — Foreign Language, FH — French, GN — German, GSR — General Seminar, HY — History, HS — Humanities, MS — Mathematics, MC — Music, PY — Philosophy, PHE — Physical Education, PS — Physics, PCL — Political Science, PSY — Psychology, SH — Spanish, SPH — Speech, SSE — Social Science, SY — Sociology, TE — Theatre, TY — Theology

THE DIVISION OF PHILOSOPHY AND THEOLOGY

Philosophy serves a very important role in the total context of the educational program at Saint Leo College. It is through the problems studied in the core program of philosophy that the fundamental questions concerning values inherent in human existence become more apparent. Coupled with the perspectives examined in the core program of theology, the student explores the vital issues of human endeavor.

Philosophy and theology form an integral part of the discussions pursued during the second trimester of the Senior Seminar for each concentration. Each student is required to read widely from the philosophic literature relevant to the discipline in which he is taking the Senior Seminar and will be expected to relate this in order to enrich his own perspectives on that discipline and to deepen his insights for his personal life. The general theme for this part of the Senior Seminar is "Christian Living in the Modern World."

PHILOSOPHY

For a concentration in Philosophy nine courses including the Senior Seminar are required beyond the introductory course. Of these, three are specified in the core program: PY 221 Philosophy of Science (sophomore year), PY 321 Philosophy of Man (junior year), and PY 421 Social Philosophy (senior year). Four others are designated: PY 323 Metaphysics, PY 329 Directed Reading in Philosophy, PY 425 Modern and Contemporary Philosophy, and PY 499 Senior Seminar in Philosophy; two are chosen from the other offerings in Philosophy.

The concentration calls for four related courses as part of the requirement: two selected (200 level or above) from the Divisions of Social Science, Literature and Language, or Fine Arts; one full year sequence or its equiv-

alent in the Division of Science and Mathematics (two courses). The course(s) selected will also serve the requirement of the core program for the particular area. For example, if BLY 123 Cell Biology and BLY 125 Botany are chosen, they will fill the Biology requirements of the core program as well as the related course requirement of Philosophy.

PY 121 — INTRODUCTION TO PHILOSOPHY

Required of freshmen. The principal objective of this course is to introduce the student to some of the major issues involved in man's quest for wisdom and to provide an insight into the various perspectives from which these problems have been approached historically. The course includes elements of the art of reasoning. It is intended that the background which the student acquires in the course will assist him throughout his entire college program in the various sciences and arts.

PY 221 — PHILOSOPHY OF SCIENCE

Prerequisite: PY 121. *Required of sophomores.* A philosophical consideration of the domain of nature with particular emphasis on the data and problems presented by the physical and biological sciences and mathematics. As applied to the natural sciences, readings in the history of philosophy of nature and development of modern science are also included.

PY 321 — PHILOSOPHY OF MAN

Prerequisite: PY 221. *Required of juniors.* Treats of man from the philosophical standpoint, taking into account experimental data as well as past major views. Considers the nature of life in general and in particular the origin, nature, and destiny of man. Includes within its scope human cognition, appetite, freedom of the human will, and immortality of the human soul. Representative readings from philosophy and the sciences concerning the nature of man are included.

PY 323 — METAPHYSICS

Prerequisite: PY 221. Exploration into the nature of reality as revealed through experience and interpreted by speculation. Problematic treatment of traditional and modern topics; various conceptions of this science; the relation of metaphysics to other disciplines.

PY 325 — ANCIENT AND MEDIEVAL PHILOSOPHY

Prerequisite: PY 323. A study of selected readings based on primary sources beginning with philosophical thought among the Greeks and an examination of writings in Christian, Arabian, and Jewish philosophy from Augustine to Thomas Aquinas.

PY 329 — DIRECTED READING IN PHILOSOPHY

Prerequisites: PY 321 and 323. Required of students concentrating in philosophy. Group discussions of selected readings from ancient, medieval, and modern authors confront the student with the best thought and fundamental problems of philosophy and assist him to develop the philosophical habitus.

PY 421 — SOCIAL PHILOSOPHY

Prerequisite: PY 321. *Required of seniors.* The ethical character of human actions in general and as applied to the individual and to society are considered. Representative readings in social philosophy are included.

PY 422 — ETHICS

Prerequisite: PY 321. Concerns man's quest for happiness and the attainment of his ultimate end. Explores a range of value systems from the Aristotelian-Thomistic to existentialism and phenomenology.

PY 423 — PROBLEMS OF KNOWLEDGE

Prerequisite: PY 321. Concentrates on the problems of the certitude of human knowledge; the order and integration of human knowledge.

PY 424 — LOGIC

Prerequisite: PY 221. A systematic inquiry into Aristotelian and modern forms of logic.

PY 425 — MODERN AND CONTEMPORARY PHILOSOPHY

Prerequisites: PY 321 and 323. (PY 421 also recommended) The main currents and outstanding figures of European philosophy from Descartes to the present.

PY 427 — PHILOSOPHY OF RELIGION

Prerequisite: PY 321. Faith and reason; the possibility of proving existence of God; various ways of arguing to the existence of God; atheism. Also included is a study of evidence contained in contemporary scientific investigations of reality.

PY 499 — SENIOR SEMINAR IN PHILOSOPHY

Prerequisites: Senior status and five courses in philosophy. Required of students concentrating in philosophy. A senior thesis on a topic within the area of the student's special interest.

THEOLOGY

Theology explores the realm of human values as determined by the nature of man, his relationship to God, and his eternal destiny. Coupled with the study of problems explored through philosophy the student is offered the opportunity to search for the basis of his beliefs and to form a personal philosophy of life.

No concentration has been developed at present, but one is planned for the near future—probably by 1968-1969. Meanwhile, two courses are required of each student, one in the sophomore year and one in the junior year. Readings in theology and philosophy are a part of the second trimester of the Senior Seminar.

TY 221 — STUDIES IN NON-CHRISTIAN RELIGIOUS THOUGHT AND PRACTICE

The chief characteristics of non-Christian religious thought and practice; the idea of God; problems of knowledge and faith; the language of religious apprehension, communication, and worship; the significance of religion for the individual and society.

TY 321 — STUDIES IN CHRISTIAN RELIGIOUS THOUGHT AND PRACTICE

Prerequisite: TY 221. The chief characteristics of Christian religious thought and practice; the idea of God, problems of knowledge and faith; the language of religious apprehension, communication, and worship; hierarchical structures; sacramental systems; ecumenism; the significance of religious orientation for the individual and society.

TY 421 — THE CHURCH IN AMERICA

Elective. Open to seniors. Church and state relations in a pluralistic society; history of the church in America; religious institutions; inter-faith relations.

THE DIVISION OF LITERATURE AND LANGUAGE

The Division of Literature and Language attempts to help implement the stated purpose of Saint Leo College by providing some of the tools with which the student may establish an effective relationship with the world about him. The specific task of this Division is to contribute to a total college effort in two directions: with the freshman and sophomore core

program, which includes basic courses in English and foreign languages, and with the upper level courses provided for the student concentrating in English or a foreign language during his junior and senior years.

The student who concentrates in English can acquire a considerable knowledge of Western literature; he can develop skill in expository and creative writing; and he can increase his capacity to read literary works with perception and to judge them by critical standards.

The student who concentrates in a foreign language (French, German, or Spanish) can acquire in his freshman and sophomore years the foundation for a practical knowledge of the language sufficiently advanced to enable him not only to converse in the language but to study in a selected college abroad. To pursue the concentration he must spend his junior year abroad, advancing not only in his grasp of the language and literature but also in his appreciation of the culture of the nation. He completes his senior year in Saint Leo College, meeting core requirements and continuing to perfect his knowledge and use of the foreign language he has chosen for his concentration.

Students who plan to teach English, Speech, or a foreign language should devote their electives to the professional courses in Education prescribed by the Institute for Creative Teaching. These courses together with their concentration enable them to meet minimum requirements for certification.

In addition to the basic core and upper division courses, the Division offers non-credit reading and composition workshops for students needing or desiring improvement in reading and writing abilities. For the student who wishes to develop more sophisticated competence in oral or written communication, the Division provides such opportunity by sponsoring a campus newspaper, a forensics club, a literary magazine, and an oral interpretations club.

A program of speech therapy for the student with a severe speech handicap is provided by the Campus Developmental Center. A freshman summer reading assignment, which includes an examination on the assigned books when the student arrives on campus, and a summer basic freshman English course are included as part of the freshman program.

The Division also offers the basic program in a selected foreign language, French, German, or Spanish, required of all students. An important element of this program is aural-oral reinforcement through practice. A language laboratory provides the student with the means to develop his aural-oral ability in his chosen foreign language.

ENGLISH

Eight courses plus the Senior Seminar are required; five are designated: EH 221 Introduction to Literature, EH 223 American Literature, EH 421 Chaucer and the Renaissance, EH 423 Seventeenth and Eighteenth Century Literature, and EH 425 Nineteenth and Twentieth Century Literature.

For students planning to teach in secondary school the designated courses are: EH 221 Introduction to Literature, EH 223 American Literature, EH 323 History and Structure of the English Language, EH 326 Expository Writing, and SPH 222 Voice and Diction.

EH 121 — COMMUNICATIONS I

For freshmen requiring improvement in basic English skills. Satisfactory completion of the course will enable the student to enroll in core English 122.

EH 122 — COMMUNICATIONS II

Required of all freshmen. Practical training in effective reading, writing, speaking, and listening. Lecture—two hours. Discussion and laboratory—four hours.

EH 221 — INTRODUCTION TO LITERATURE

Prerequisite: EH 122. An introduction to the logical methods used in the critical analysis of literature. Analysis of poems, short stories, a novel, and plays which illustrate the variety of techniques used in these literary forms.

EH 223 — AMERICAN LITERATURE

Prerequisite: EH 221. A critical study of the literary movements from colonial beginnings to the present, with emphasis on the major writings.

EH 227 — BASIC JOURNALISTIC WRITING

Prerequisite: EH 122. Basic theories and procedures in collecting and processing information for the publication of a newspaper.

EH 321 — THE ENGLISH NOVEL (offered 1967 and alternate years)

Prerequisite: EH 221. A study of the English novel from Mandeville to the present.

EH 322 — WORLD DRAMA (offered 1968 and alternate years)

Prerequisite: EH 221. Some of the most important plays in the repertoire of dramatic literature from Aeschylus to Turgenev will be read, analyzed, and discussed. Plays from the Orient, as for example the *Sakuntala*, will be included for exploratory purposes.

EH 323 — HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE
(offered 1967 and alternate years)

Prerequisite: EH 221. The historical approach to the study of the English language and a consideration of its development with special attention to contemporary studies of the elements of grammar and structural linguistics.

EH 324 — LITERARY CRITICISM (offered 1968 and alternate years)

Prerequisite: EH 221. Principles and methods of literary criticism; application of critical methods to representative writers.

EH 325 — CREATIVE WRITING (offered 1967 and alternate years)

Prerequisite: EH 122. Designed for students desiring additional training in writing and for those interested in exploring their talents both in the journalistic and the imaginative.

EH 326 — EXPOSITORY WRITING (offered 1968 and alternate years)

Prerequisite: EH 122. Designed particularly for the student who needs training in advanced composition and for the student who wishes guidance in developing his capacity for original work.

EH 421 — CHAUCER AND THE RENAISSANCE (offered 1968 and alternate years)

Prerequisite: EH 221. A study of Chaucer's major works along with selected English writings from More to Dryden.

EH 422 — SHAKESPEARE (offered 1967 and alternate years)

Prerequisite: EH 221. Close reading of selected plays, with consideration of Shakespeare's language, his dramaturgical development, textual and editorial problems, and secondary criticism.

EH 423 — SEVENTEENTH AND EIGHTEENTH CENTURY LITERATURE
(offered 1968 and alternate years)

Prerequisite: EH 221. English literature from the Reformation beginning with Bacon to the close of the eighteenth century and Blake.

EH 425 — NINETEENTH AND TWENTIETH CENTURY LITERATURE

Prerequisite: EH 221. English literature from Wordsworth to Eliot.

EH 429 — INDEPENDENT STUDY

Prerequisites: Senior status and approval. Designed to enable the student to pursue through independent study a specific topic, subject, or period related to his particular interest.

EH 499 — SENIOR SEMINAR

Prerequisites: Senior status and approval. Required of students concentrating in English (a divisional seminar).

FOREIGN LANGUAGE

Saint Leo College requires each student who seeks to graduate to acquire mastery of a modern language—French, German, or Spanish—to the extent of engaging easily in conversation. This implies aural-oral skills and facile use of the idioms of the selected language. This requirement may be met by the successful completion of FLE 121, 122, and 221.

Students who wish to concentrate in French, German, or Spanish must pursue in their junior year an approved program of study in an approved university abroad. In addition to FLE 121, 122, and 221, they must also complete FLE 222 before they can be approved for study abroad. When they return to Saint Leo College for their senior year, they must take FLE 499 The Senior Seminar; they may, if their program permits, take FLE 429 Individual Work.

FLE 121 — ELEMENTARY (FRENCH, GERMAN, OR SPANISH)
(Latin by special arrangement only)

Required. A functional course designed to develop the basic skills of aural comprehension, speaking, reading, and writing. (Five classroom periods and laboratory.)

FLE 122 — ELEMENTARY (FRENCH, GERMAN, OR SPANISH)
(Latin by special arrangement only)

Required. Continuation of FLE 121. (Five classroom periods and laboratory.)

literature and language

FLE 221 — INTERMEDIATE (FRENCH, GERMAN, OR SPANISH)
(Latin by special arrangement only)

Required. Intensive grammar review; conversational exercises; selected readings. (Four classroom periods and laboratory.)

FLE 222 — COMPOSITION AND CONVERSATION

Elective, but required of concentrators. Functional training in writing and conversation skills.

FLE 429 — INDIVIDUAL WORK IN FRENCH, GERMAN, OR SPANISH

Open only to seniors who have spent their junior year in a foreign university studying the selected language in an approved program. Designed to provide the student with the opportunity to continue his study under guidance.

FLE 499 — SENIOR SEMINAR IN FRENCH, GERMAN, OR SPANISH

Prerequisites: Senior status and approval. Required of seniors concentrating in a selected language (a divisional seminar).

SPEECH

Eight courses plus the Senior Seminar are required; five are designated: SPH 222 Voice and Diction, SPH 321 Introduction to Audiology and Speech Pathology, SPH 327 Oral Interpretation, SPH 329 Persuasion, and SPH 421 History and Criticism of American Public Address.

For students planning to teach in the secondary school the designated courses are: SPH 221 Public Speaking, SPH 222 Voice and Diction, SPH 321 Introduction to Audiology and Speech Pathology, SPH 325 Argumentation and Debate, SPH 327 Oral Interpretation, and SPH 421 History and Criticism of American Public Address.

SPH 221 — PUBLIC SPEAKING

Prerequisite: EH 122. The study and application of principles governing the composition and delivery of public speaking.

SPH 222 — VOICE AND DICTION

Prerequisite: EH 122. Training and drill in the correct production of speech.

SPH 321 — AUDIOLOGY AND SPEECH PATHOLOGY

Prerequisites: SPH 222, PSY 221. A study of the causes, functional and organic, of speech and hearing problems among children and adults.

SPH 323 — DISCUSSION

Prerequisite: SPH 222. Study and application of the principles and methods of group discussion and group leadership.

SPH 325 — ARGUMENTATION AND DEBATE

Prerequisite: SPH 221. The study and applications of reasoning and evidence as used in public deliberation.

SPH 327 — ORAL INTERPRETATION

Prerequisites: SPH 222, EH 221. A course in the theory and practice of the interpretation of representative forms of literature.

SPH 329 — PERSUASION

Prerequisite: SPH 221. (SPH 323 recommended.) The study and practice in appeals to beliefs and action through oral discourse.

SPH 421 — HISTORY AND CRITICISM OF AMERICAN PUBLIC ADDRESS

Prerequisites: Senior status and approval. A study of the speech preparation, style, and historical significance of American orators.

SPH 429 — INDIVIDUAL WORK

Prerequisites: Senior status as a speech concentrator and approval of Divisional Chairman. Designed to enable the student to pursue through independent study a specific topic, subject, or problem related to his particular interest.

SPH 499 — SENIOR SEMINAR IN SPEECH

Required of all seniors concentrating in Speech (a divisional seminar).

THE DIVISION OF FINE ARTS

The Division of Fine Arts provides the four courses in the Humanities required of all students. It also offers concentrations in Art, Music, Theatre, and Humanities.

The four courses in the Humanities which are required of all students are designed to develop an understanding of the diverse ideas and forms in contemporary culture. They constitute an integrated study of literature, history, drama, and the fine arts of painting, architecture, sculpture, and music. Representative materials in each of the fields are used throughout these courses.

The concentrations are designed for students preparing for employment in the creative art fields as artists, performers, and teachers, and for transfer to professional schools or for admission to a graduate school. During the second trimester of his freshman year, if possible, and certainly during the first trimester of his sophomore year, a student planning to concentrate in one of the fields offered by the Division of Fine Arts should seek advice from the Chairman of the Division or from some other person to whom the Chairman has delegated the responsibility of counseling.

The Division also offers courses which are open to all students and which may be used as electives. Students are cautioned to learn through appropriate counseling how they may elect to take such courses with benefit to themselves. Courses without prerequisites and open to all students are as follows: Art 121 Visual Fundamentals; MC 111, 211, 311, 411 Oratorio Chorus; MC 117, 217, 317, 417 Orchestra; TE 110, 210, 310, 410 College Theatre; and TE 121 Introduction to Theatre Arts.

All students are required to take four courses in Humanities. They are as follows: HS 221, 222 Man's Creative Expression and HS 321, 322 Arts, Ideas, and Values.

ART

Eight courses are required for a concentration in Art. They are as follows: Art 121 Visual Fundamentals, Art 221 Drawing, Art 223 Design, Art 321 Studio I (scheduled for eight hours per week), Art 427 History of Art I, Art 428 History of Art II, Art 429 Independent Work, and Art 499 Senior Seminar (two trimesters).

ART 121 — VISUAL FUNDAMENTALS

Open to all students. Introduces the principles of art through individual creative development. Approaches two-dimensional design through drawing, graphics and painting with emphasis on form, surface structure, color, and texture; approaches sculpture and three-dimensional design through relations of space, light motion, and construction.

ART 221 — DRAWING

Prerequisite: Art 121. Freehand drawing from landscape, live models, and objects. Training to see, to understand, and to draw. Emphasis on "visual report."

ART 223 — DESIGN

Prerequisite: Art 121. Modes of organization of visual elements with emphasis upon creative problems of volume, space, and movement.

ART 225 — GRAPHICS

Prerequisite: Art 121. Creative processes and projects in relief, intaglio, and planographic techniques.

ART 227 — CERAMICS

Prerequisite: Art 121 (please note fee: \$25.00). Materials, processes, and techniques involved in producing ceramics by handcraft means.

ART 321 — STUDIO I (May be repeated for credit.)

Prerequisites: Two courses in Art and the approval of the area chairman. Individual development according to talent in one of the following fields: painting, sculpture, graphics, design, ceramics, the crafts.

ART 421 — STUDIO II (May be repeated for credit.)

Prerequisites: Art 321 and approval of area chairman. Continuation of individual development.

ART 427 — HISTORY OF ART I (offered 1967-1968 and alternate years.)

Prerequisite: Art 121. Analysis of the cultural development of mankind from earliest times through the Gothic style as reflected in painting, architecture, and sculpture. The organic growth of living tradition from germinal ideas and values.

ART 428 — HISTORY OF ART II (offered 1968-1969 and alternate years.)

Prerequisite: Art 121. Studies in art styles as related to cultural development, beginning with the Renaissance and continuing through contemporary development.

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ART 429 — INDEPENDENT WORK

Prerequisites: Must be advanced in an Art concentration and must have approval of the Divisional Chairman.

ART 499 — SENIOR SEMINAR

HUMANITIES

Eight courses are provided for a concentration in Humanities. They are as follows: Art 121 Visual Fundamentals, EH 221 Introduction to Literature, MC 121 Introduction to Music Theory, TE 121 Introduction to Theatre Arts, HS 429 Independent Work, and HS 499 Senior Seminar. Two courses in creative or performance work in an art field must be taken to complete the concentration. The student must have the approval of the Divisional Chairman to elect these courses.

HS 221, 222 — MAN'S CREATIVE EXPRESSION

Required of all students. Teaches ways of approaching visual, musical, literary, and dramatic works of art in order to increase the student's understanding and esthetic pleasure. Individual participation in creative arts workshops.

HS 321, 322 — ARTS, IDEAS, AND VALUES (offered 1968-1969)

Required of all students. The relationships of significant works of expressive imagination and their cultural settings.

HS 429 — INDEPENDENT WORK

Prerequisites: Must be advanced in the Humanities concentration and must have approval of Divisional Chairman.

HS 499 — SENIOR SEMINAR

MUSIC

Eight courses are required for a concentration in Music. They are as follows: MC 121 Introduction to Music Theory, MC 122 Theory II, MC 221 Theory III, MC 321 Selected Topics in Music Theory, MC 421 Music History I, MC 422 Music History II, MC 429 Independent Work, and MC 499 Senior Seminar.

Students concentrating in Music will enroll in a performance group during each term they are in residence. They are also expected to develop their instrumental or vocal performing proficiency to meet standards set by the faculty. Music courses that include laboratory work will be scheduled for eight hours each week.

MC 111, 211, 311, 411 — ORATORIO CHORUS *

Open to all students.

MC 112, 212, 312, 412 — COLLEGE CHOIR *

Admission by consent of instructor.

MC 116, 216, 316, 416 — WIND ENSEMBLE *

Open to all students.

MC 117, 217, 317, 417 — ORCHESTRA *

MC 120, 220, 320, 420 — PRIVATE INSTRUCTION *

(Please note fee: \$50.00 per trimester.)

MC 121 — INTRODUCTION TO MUSIC THEORY

Open to all students. Explores the principles of musical style and structure through the craft of homophonal and contrapuntal writing. Develops fundamental skills of musicianship.

MC 122 — THEORY II

Prerequisite: MC 121. Continuation of analysis, craft, and skills.

MC 221 — THEORY III

Prerequisite: MC 122. Development of techniques of orchestration. Analysis of musical structures and styles.

MC 321 — SELECTED TOPICS IN MUSIC THEORY

Prerequisite: MC 221. Further development in theory, with topics selected according to the interests and goals of the students.

*One quarter course per trimester. Student must acquire four quarters or one complete course before credit may be counted toward graduation.

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MC 323 — CONDUCTING (offered 1967-1968 and alternate years.)

Prerequisite: MC 121. Techniques used in conducting various vocal or instrumental ensembles.

MC 325 — MUSIC LITERATURE

Prerequisite: MC 121. Surveys of instrumental and vocal repertories in various forms and genres.

MC 421 — MUSIC HISTORY I

Prerequisite: MC 121. The evolution of musical thought and literature from the Middle Ages to the 18th Century.

MC 422 — MUSIC HISTORY II

Prerequisite: MC 121. The evolution of musical thought and literature from the 18th Century to the present.

MC 429 — INDEPENDENT WORK

Prerequisites: Must be advanced in a Music concentration and must have approval of the Divisional Chairman.

MC 499 — SENIOR SEMINAR

THEATRE

Eight courses plus the Senior Seminar are required for a concentration in Theatre. They are as follows: TE 121 Introduction to Theatre Arts, TE 123 Technical Theatre, TE 221 Acting, TE 321 Directing, TE 323 Technical Production, TE 421 History of Theatre, SP 322 Voice and Diction, EH 322 World Drama (offered 1968-1969 and alternate years). Students concentrating in Theatre must enroll in College Theatre each term of residence. Theatre courses that include laboratory work will be scheduled for eight hours each week.

TE 110, 210, 310, 410 — COLLEGE THEATRE ($\frac{1}{4}$ course each trimester)

Open to all students and townspeople. Participation in play production.

TE 121 — INTRODUCTION TO THEATRE ARTS

Open to all students. Investigates the imaginative processes involved in creating theatre. Emphasizes dramatic literature in performance and examines roles of playwright, director, actor, designer, and theatre architect.

TE 123 — TECHNICAL THEATRE

Open to all students. The theory and practice of building, painting, rigging, and shifting scenery; construction and use of properties; familiarity with lighting instruments and their control.

TE 221 — ACTING

Prerequisite: TE 121. Fundamentals of creating a role for the stage. Emphasis on character analysis, movement, speech, gesture, and characterization.

TE 321 — DIRECTING

Prerequisite: TE 121. Development of the director's role from the first reading of a script to its actual performance. Each student will direct one short play for performance in the College Theatre.

TE 323 — TECHNICAL PRODUCTION

Prerequisites: TE 121 and TE 123. Applied theatre practice in designing, building, and painting scenery and lighting for the set and the actors. Students will design sets and lighting and serve as technical directors for College Theatre productions.

TE 421 — HISTORY OF THEATRE

Prerequisite: TE 121. Course is devoted to the chief periods of theatrical production, theatre architecture, and dramaturgy from the Greeks to modern times. Emphasis on major figures, works, and trends.

TE 429 — INDEPENDENT WORK

Prerequisites: Must be advanced in the concentration in Theatre and must have approval of the Divisional Chairman.

TE 499 — SENIOR SEMINAR

DIVISION OF NATURAL SCIENCE AND MATHEMATICS

The Division deals with the nature of the universe about us and the methods employed to discover the laws underlying the observed phenomena. The elementary courses present the problems in broad outlines and trace the growth of knowledge of the facts and development of theories. The advanced courses consider some of these problems in detail.

The purpose of a liberal education is to help students fulfill their responsibilities as members of society and grow into cultivated and versatile individuals. A liberal education is concerned with our cultural inheritance, the world of thought, and the development of aesthetic, moral, and spiritual values. In this context science and mathematics are not to be studied just for possessing a body of knowledge and a repertoire of skills but as one of the ways of resolving human problems.

Through the pursuit of biology, chemistry, physics, and mathematics the student has the opportunity to learn and to appreciate the aims and attitudes of the scientist, to know something of the philosophy and techniques of the so-called scientific method, to grasp the concepts underlying much of science, to set the stage for speculation on the philosophy of science, and possibly to stir his drive for fulfillment through a life dedicated to scientific pursuit.

Through biology the student examines and deepens his understanding of the world of living things and man's place in it. His basic question "What is life?" is renewed again as he explores philosophically in his junior year the boundaries of the near-religious question of the nature of man.

Through chemistry and physics he searches for an understanding of the structure of matter and the functional interrelationships found in both the natural and man-made units and combinations. The nature of matter and energy is further pursued in the philosophical study of science in the sophomore year.

Through mathematics he looks to the significant role which this discipline plays in the formulation of man's confrontation with natural phenomena.

The Division offers concentrations in Biology, Chemistry, and Mathematics and provides enough courses in Physics to buttress these concentrations. Programs of courses can be organized for premedical and pre dental aspirants, for prospective medical technicians and nurses who seek a Bachelor's degree, and for students planning to teach science in the secondary school.

Along with the service to the total liberal arts program through the core courses expected of all students not concentrating in the Division, Biology offers BLY 327 for Physical Education and Psychology concentrators, and Mathematics offers MS 225 for concentrators in Economics and Business, Sociology, and Psychology.

It should be noted that Core Biology, Core Chemistry, and Core Physics may not be counted in the concentration.

BIOLOGY

Eight courses in Biology plus the Senior Seminar are required for a concentration. Of these, seven are specified as follows: BLY 123 Cell Biology, BLY 125 Botany, BLY 221 Invertebrate Zoology, BLY 222 Vertebrate Zoology, BLY 322 Comparative Vertebrate Anatomy, BLY 329 Directed Reading in Biology, and BLY 499 Senior Seminar.

Eight courses in related areas are also required. They are CY 123 General Chemistry, CY 124 General Chemistry with Qualitative Analysis, CY 221 Organic Chemistry I, CY 222 Organic Chemistry II, MS 123 College Algebra and Trigonometry, MS 124 Trigonometry, Analytic Geometry, Introductory Calculus, PS 123 General Physics I, and PS 124 General Physics II.

BLY 121 — CORE BIOLOGY

Offered for non-science concentrators. A basic, general, and coordinated study of the world of living things of which man himself is the most important. The course is divided into four general topics: the cell, the structure and function of the human body, a survey of the plant and animal kingdoms, and the principles of inheritance. (Four hours of lecture and two hours of discussion-laboratory.)

BLY 123 — CELL BIOLOGY

Prerequisite to all other courses in biology except Core Biology and BLY 327 Human Anatomy and Physiology. A study of the anatomy and physiology of the plant and animal cell, including all the life processes, cell division, cell differentiation, and the development of the primary embryonic tissues.

BLY 125 — BOTANY

Prerequisite: BLY 123. Survey of the plant kingdom. Study of the structure, life processes, reproduction and evolutionary relationships of plants. Local flora serving as a basis for taxonomic studies. (Three hours of lecture and three hours of laboratory.)

BLY 221 — INVERTEBRATE ZOOLOGY

Prerequisite: BLY 123. A study of the main characters of the principal invertebrate phyla, including general trends in the development of body systems, behavior, and adaptations to particular modes of life. (Three hours of lecture and three hours of laboratory.)

BLY 222 — VERTEBRATE ZOOLOGY

Prerequisite: BLY 221. A study of the structure, physiology, reproduction, ecology, behavior, and evolution of the vertebrates. (Three hours of lecture and three hours of laboratory.)

BLY 321 — VERTEBRATE EMBRYOLOGY

Prerequisite: BLY 221. *Required of premedical and pre dental students. Elective for biology concentrators.* Development of the frog, the chicken, and the pig. (Three hours of lecture and six hours of laboratory.)

BLY 322 — COMPARATIVE VERTEBRATE ANATOMY

Prerequisite: BLY 321. *Required of premedical and pre dental students. Elective for biology concentrators.* Comparative study of the vertebrate groups with particular reference to the phylogenetic development. (Three hours of lecture and six hours of laboratory.)

BLY 325 — BIOECOLOGY

Approval of biology coordinator. Recommended as an elective for students concentrating in Elementary Education. Principles of ecology based on field studies of local plant and animal communities. (Three hours of lecture and four hours of laboratory.)

BLY 327 — HUMAN ANATOMY AND PHYSIOLOGY

Prerequisite: BLY 121. *Required of students concentrating in Psychology and Physical Education.* Functional anatomy and physiology with emphasis on the central nervous, muscular, appendicular, and endocrine systems. (Three hours of lecture and six hours of laboratory.)

BLY 329 — DIRECTED READING IN BIOLOGY

Prerequisites: Eight hours in the biological sciences and approval of Divisional Chairman. Required of students concentrating in biological or related sciences. Seminar reports and discussion of selected readings designed (1) to broaden and to deepen the student's grasp of the direction, scope, and significance of current research and (2) to foster and to sharpen his spirit of inquiry into the field.

BLY 421 — MODERN GENETICS

Prerequisites: BLY 222 and CY 222. Principles of genetics (evolutionary and biochemical) dealing with the molecular nature of heredity determinants. (Three hours of lecture and four hours of laboratory.)

BLY 423 — BIOCHEMISTRY

Prerequisite: CY 222. Selected topics from animal biochemistry, including carbohydrates, lipids, proteins, enzymes, hormones, and certain metabolic intermediates. (Three hours of lecture and three hours of laboratory.)

BLY 425 — MICROBIOLOGY I

Prerequisites: BLY 125 and CY 124. Biology of the micro-organisms; structure, physiology, and metabolism; techniques and methods using non-pathogenic organisms. (Two hours of lecture and six hours of laboratory.)

BLY 426 — MICROBIOLOGY II (offered 1968-1969)

Prerequisite: BLY 425. A study of the common non-pathogenic and pathogenic organisms; continuation of BLY 321. (Two hours of lecture and six hours of laboratory.)

BLY 499 — SENIOR SEMINAR IN THE NATURAL SCIENCES

Required of all seniors concentrating in any one of the natural sciences (a divisional seminar).

CHEMISTRY

Eight courses (above CY 123) including the Senior Seminar are required for a concentration in Chemistry. The designated courses are as follows:

CY 124 General Chemistry with Qualitative Analysis, CY 221 Organic Chemistry I, CY 222 Organic Chemistry II, CY 321 Quantitative Analysis, CY 329 Directed Reading in Chemistry, CY 421 Physical Chemistry I, CY 422 Physical Chemistry II, and CY 499 Senior Seminar.

Seven related courses are also required. They are as follows: BLY 123 Cell Biology, MS 123 College Algebra and Introductory Trigonometry, MS 124 Trigonometry, Analytic Geometry, and Introductory Calculus, MS 221 Analytic Geometry and Calculus I, MS 222 Analytic Geometry and Calculus II, PS 123 General Physics I, PS 124 General Physics II.

CY 121 — CORE CHEMISTRY

The following basic theoretical topics with their meaningful applications constitute the contents of this course: fundamental facts regarding chemistry; chemical elements and the atomic theory, radioactivity, nuclear reactions, and atomic energy; compounds, valence, and chemical formulas; oxygen, hydrogen, water, and solutions; acids, bases, and salts; combustion, oxidation-reduction; hydrocarbons, carbohydrates, proteins, and enzymes; endocrine glands and their hormones. (Four hours of lecture and two hours of discussion-laboratory.)

CY 123 — GENERAL CHEMISTRY

Required of students concentrating in Chemistry. Beginning course in chemistry. Fundamental laws and theories, including atomic and molecular structure. The periodic law, gas laws, mass and energy relationships, chemical equilibrium, and other topics. (Three hours of lecture, one hour of discussion, and three hours of laboratory.)

CY 124 — QUALITATIVE ANALYSIS

Prerequisite: CY 123. A continuation of general chemistry with focus on qualitative analysis. (Three hours of lecture, one hour of discussion, and three hours of laboratory.)

CY 221 — ORGANIC CHEMISTRY I

Prerequisite: CY 124. Fundamentals of organic chemistry, including properties, reactions of aliphatic, aromatic, heterocyclic compounds, and other topics. The laboratory work deals with the study of properties, preparation and (quite extensively) with the qualitative analysis of organic compounds. (Three hours of lecture, one hour of discussion, and six hours of laboratory.)

CY 222 — ORGANIC CHEMISTRY II

Prerequisite: CY 221. Continuation of CY 221. (Three hours of lecture, one hour of discussion, and six hours of laboratory.)

CY 321 — QUANTITATIVE ANALYSIS

Prerequisites: CY 124, MS 124. Theoretical principles and laboratory techniques involved in quantitative determinations of inorganic compounds. Determinations include acidimetry and alkalimetry, oxidimetry, iodometry, and gravimetry. (Two hours of lecture, one hour of discussion, and six hours of laboratory.)

CY 323 — ELEMENTARY PHYSICAL CHEMISTRY (not offered 1967-1968)

Designed specifically for premedical and predental students. It is not suitable for students concentrating in chemistry. Properties of solids, liquids, gases, solutions, equilibrium, colloidal state, atomic and molecular structure, chemical kinetics. (Three hours of lecture, one hour of discussion, and three hours of laboratory.)

CY 329 — DIRECTED READING IN CHEMISTRY

Prerequisites: CY 124, MS 124, and approval. Required of students concentrating in chemistry. Seminar reports and discussion of selected readings designed (1) to broaden and to deepen the student's grasp of the fundamentals of chemistry and the direction, scope, and significance of current research and (2) to foster the spirit of inquiry into the field.

CY 421 — PHYSICAL CHEMISTRY I

Prerequisites: CY 321, PS 124, MS 222. Properties of gases, kinetic theory, introduction to quantum theory, atomic structure and spectra, elementary thermodynamics, solutions, colloids, electricity as applied to chemistry, homogeneous and heterogeneous equilibria, chemical kinetics. (Three hours of lecture, one hour of discussion, and six hours of laboratory.)

CY 422 — PHYSICAL CHEMISTRY II

Prerequisite: CY 421. Continuation of CY 421. (Three hours of lecture, one hour of discussion, and six hours of laboratory.)

CY 423 — BIOCHEMISTRY

Prerequisite: CY 222. Selected topics from animal biochemistry, including carbohydrates, lipids, proteins, enzymes, hormones, and certain metabolic intermediates. (Three hours of lecture, one hour of discussion, and three hours of laboratory.)

CY 425 — INSTRUMENTAL ANALYSIS

Prerequisites: CY 321, CY 421. Theory and practice of instrumental methods applied to chemical analysis. (Two hours of lecture and three hours of laboratory.)

CY 499 — SENIOR SEMINAR IN THE NATURAL SCIENCES

Required of all seniors concentrating in any one of the natural sciences (a divisional seminar).

MATHEMATICS

Eight courses plus the Senior Seminar are required for a concentration in Mathematics. The designated courses are as follows: MS 221 Analytic Geometry and Calculus I, MS 222 Analytic Geometry and Calculus II, MS 321 Analytic Geometry and Calculus III, MS 323 Differential Equations, MS 325 Introduction to Modern Algebra, MS 421 Introduction to Linear Algebra, and MS 499 Senior Seminar. Two related courses are also required. They are PS 221 Advanced Physics I and PS 222 Advanced Physics II.

MS 121 — CORE MATHEMATICS

This course presents mathematics as logically implied by a few postulates. The number system is constructed on an intuitive—plausible level to satisfy the postulates for a number field. The idea of a function is elucidated by examination of linear, quadratic, logarithmic, exponential, trigonometric, and probability functions, their appearance in the Cartesian plane, and their applicability to practical situations. The student is directed to pursue, in greater depth, such topics as his interest and ability suggest.

MS 123 — COLLEGE ALGEBRA AND INTRODUCTORY TRIGONOMETRY

This is a study of the basic concepts and fundamentals of arithmetic, algebra, and trigonometry. Topics included are the number system, polynomials, algebraic fractions, exponents and radicals, equations, vectors, matrices, inequalities, relations, functions, algebraic functions, exponential and logarithmic functions (including slide rule), and the trigonometric functions of angles.

MS 124 — TRIGONOMETRY, ANALYTIC GEOMETRY, AND INTRODUCTORY CALCULUS

Prerequisite: MS 123. Trigonometric functions of real numbers, plane analytic geometry, limits, derivatives and integration of algebraic and trigonometric functions are considered with applications.

MS 221 — ANALYTIC GEOMETRY AND CALCULUS I

Prerequisites: MS 124 and PS 123 or equivalent. Derivatives and integration of algebraic, trigonometric, exponential and logarithmic functions, vectors, analytic geometry, and other applications are considered.

MS 222 — ANALYTIC GEOMETRY AND CALCULUS II

Prerequisite: MS 221. Integration methods, the chief theorems underlying the calculus, polar co-ordinates, and solid analytic geometry with applications to geometry and physics.

MS 225 — ELEMENTARY STATISTICS

Prerequisite: MS 121 or 123. A service course designed for students who are concentrating in fields other than mathematics. The purpose is to develop understandings of the concepts and terms related to elementary statistics and to develop skills in statistical literacy and in simple statistical problem solving.

MS 321 — ANALYTIC GEOMETRY AND CALCULUS III

Prerequisite: MS 222. Partial differentiation, multiple integrals, infinite series and sequences, and an introduction to differential equations are the main consideration of this course.

MS 323 — DIFFERENTIAL EQUATIONS

Prerequisite: MS 321. Topics studied include the following: equations of order one and degree one, linear equations with constant coefficients,

homogeneous and non-homogeneous, the Laplace transform, systems of equations, variation of parameters, infinite series methods, and applications.

MS 325 — INTRODUCTION TO MODERN ALGEBRA

Prerequisite: MS 221. Mathematical systems, integers, rings, fields, integral domains, groups, polynomials, isomorphism, and homomorphism are considered, emphasizing the techniques of rigorous proof.

MS 329 — DIRECTED READING IN MATHEMATICS

Prerequisite: MS 321. Designed to broaden and to sharpen the student's grasp of mathematics as a natural science (philosophical), of its historical development, and the direction, scope, and significance of current theory and application of mathematics and to sharpen his spirit of inquiry into the field.

MS 421 — INTRODUCTION TO LINEAR ALGEBRA

Prerequisite: MS 325. Determinants, matrix algebra, rank and equivalence, linear equations and linear dependence, vector spaces and linear transformations, unitary and orthogonal transformations, and the characteristic equation of a matrix are studied in order that their applications in special fields may readily be seen.

MS 423 — REAL ANALYSIS I

Prerequisite: MS 321. The real number system, extensions of the law of the mean, functions of several variables, partial differentiation, implicit-function theorems, transformations and mappings, vector fields, and multiple integrals are considered from the rigorous approach.

MS 424 — REAL ANALYSIS II

Prerequisite: MS 423. This is a continuation of MS 423 and includes curves and surfaces, line and surface integrals, point set theory, fundamental theorems on continuous functions, the theory of integration, infinite series, improper integrals, and complex functions.

MS 429 — INDIVIDUAL WORK IN MATHEMATICS

Prerequisite: MS 321 and approval of Divisional Chairman. Designed to provide the opportunity for guided intensive independent research or study of a selected phase or problem relevant to the student's purpose or interest.

MS 499 — SENIOR SEMINAR IN THE NATURAL SCIENCES

Required of students concentrating in mathematics (a divisional seminar).

PHYSICS

No concentration is presently offered in Physics. However, sufficient courses are available to satisfy the related course requirements of other programs, and to form the basis for a program in Science for teaching in the secondary school.

PS 121 — CORE PHYSICS

The following basic theoretical topics with their more important applications are treated in this course: measurement, the metric system; wave motion, light and the electromagnetic spectrum; the photon-quantum and the wave-particle paradox; laws of motion, vectors, special relativity; conservation of momentum and energy; gravitational, electric and magnetic fields; satellites; entropy and the universe; the atomic nucleus and radioactivity; nuclear forces; cosmic rays and the fundamental particles. (Four hours of lecture and two hours of discussion-laboratory.)

PS 123 — GENERAL PHYSICS

Prerequisite: MS 123. A study is made in depth of the fundamental concepts and laws of physics and their applications. Topics considered are kinematics and dynamics of translation and rotation, statics, gravitation, impulse and momentum, work and energy, fluids, temperature, kinetic theory, and electrostatics. (Three lectures, one hour of discussion, and one three-hour laboratory.)

PS 124 — GENERAL PHYSICS II

Prerequisites: PS 123 and MS 124. This is a continuation of PS 123 and includes: electromagnetism, electronics, wave motion, physical and geometrical optics, relativity, quantum theory, atomic theory, solid state theory, nuclear physics, and particle physics. (Three lectures, one hour of discussion, and one three-hour laboratory.)

PS 221 — ADVANCED PHYSICS I

Prerequisite: MS 124. *Co-requisite:* MS 221. A rigorous study of the fundamental concepts and laws of physics is undertaken, making full use of the calculus. Topics included are kinematics, law of inertia and conservation of mass, linear momentum and its conservation, force, Newtonian Mechanics and applications, work, energy and its conservation, rotational kinematics and dynamics, gravitation, elasticity and simple harmonic motion, fluids, temperature, macroscopic and microscopic properties of ideal gases, kinetic theory of gases, and the first and second laws of thermodynamics. (Three lectures, one hour of discussion, and one three-hour laboratory.)

PS 222 — ADVANCED PHYSICS II

Prerequisites: MS 221, PS 221. This is a continuation of PS 221, including electric force between charges, electric field, Gauss's law, electric potential, capacitance and dielectrics, electric current and resistance, D-C networks, magnetic force, sources of magnetic field, electromagnetic induction, inductance, electric and magnetic field vectors, electric oscillations and A-C circuits, Maxwell's equations, transverse and longitudinal waves, electromagnetic waves, waves in two and three dimensions, geometrical and physical optics. (Three lectures, one hour of discussion, and one three-hour laboratory.)

PS 321 — INTRODUCTION TO ATOMIC AND NUCLEAR PHYSICS

Prerequisite: PS 124. This course is designed to introduce the student to the concepts and methods underlying the fields of quantum physics and relativity. Topics included are electric and magnetic fields, mass spectroscopy, X-rays and crystal structure, quantum properties of waves and particles, relativity, wave mechanics and the hydrogen atom, electron spin and the periodic table, molecular spectra, quantum statistics, solid state physics, radioactivity, nuclear structure and forces, neutron physics, particle physics, and particle accelerators. (Three lectures and one three-hour laboratory.)

THE DIVISION OF SOCIAL SCIENCE

The Division of Social Science provides the two-trimester core course in basic social science required of all students. It also offers concentrations in Economics and Business, History, Political Science, Psychology, Social Studies, and Sociology.

The concentrations are designed (1) for students preparing to enter a graduate or professional school and (2) for students who upon graduation expect to seek employment in industry, government, teaching, or in some other form of social or public service. During the second trimester of his freshman year, if possible, and certainly during the first trimester of his sophomore year, a student planning to concentrate in one of the disciplines included in the Division of Social Science should seek advice from the Chairman of the Division or from some other person to whom the Chairman has delegated the responsibility of counseling.

The two-trimester course in basic social science is designed to provide the ideas and experiences, both personal and group, which assist each student (1) to understand better himself in association with other human beings and (2) to explore his interests in any one of the social sciences as a possible field of concentration. This course is more fully described below.

SSE 121 and 122 — BASIC SOCIAL SCIENCE

Required of all students. Designed (1) to assist the student to discover meanings for himself as a person functioning with other persons in small and large groups, in the larger society, and in the world today; (2) to sharpen his knowledge and discriminating use of concepts basic to the social sciences; (3) to view the multiplicity of social problems, issues, decisions from different points of view at the same time weighing the conclusions or actions in the light of Christian values; and (4) to serve as a firm basis upon which to develop scholarship in a chosen field of the social sciences.

ECONOMICS AND BUSINESS

The program in Economics and Business provides many opportunities. A student may prepare for graduate study in either Economics or Business Administration or may use this as a base for professional studies such as Law. Teaching in the secondary school is another possibility. To prepare himself for teaching in the field he should add the professional courses in Education needed for certification. For students interested in Accounting, sufficient courses are provided to qualify for taking the C.P.A. Examination in most states (not Florida).

Courses in this program provide background for direct entrance into some phase of business. Both Economics and Business can be combined with other studies thereby allowing diversity to fit the individual's needs. For

example, a student interested in both Economics and Mathematics can formulate a program leading to econometrics; a student interested in both Economics and Political Science can prepare himself for studies in corporation law.

Eight courses plus the Senior Seminar are required for a concentration. Four of these are specified: ES 221 Principles of Economics, ES 222 Economic Analysis, ES 223 Principles of Accounting, and ES 225 Economic Statistics; the other four are chosen by the student to suit his needs.

Though not required, courses through MS 221 Analytic Geometry and Calculus are recommended.

ES 221 — PRINCIPLES OF ECONOMICS

Prerequisite: SSE 121-122. *Required of concentrators in Economics and Business.* Principles governing supply and demand, value and distribution, income determination; review of major philosophical, political, and social conditions underlying the development of economic ideas.

ES 222 — ECONOMIC ANALYSIS

Prerequisite: ES 221. *Required of concentrators in Economics and Business.* Micro and macro; production, prices, economics of the firm, national income, economic growth, stability, economic welfare, selected economic problems.

ES 223 — PRINCIPLES OF ACCOUNTING

Prerequisite: SSE 121-122. *Required of concentrators in Economics and Business.* Basic accounting and procedures, adjusting and closing entries, analysis of financial statements, accounting controls and concepts.

ES 224 — FINANCIAL AND TAX ACCOUNTING

Prerequisite: ES 223. Computer related course. Special problems of taxation; branch and departmental accounting; cost reporting and control; theory of income determination; preparation and analysis of special statements and reports.

ES 225 — ECONOMIC STATISTICS

Prerequisite: SSE 121-122. *Required of concentrators in Economics and Business.* An introduction to probability theory and statistics with application to economics. Sampling and distribution theory; estimation;

testing hypotheses; linear regression; analysis of time series; index numbers; portfolio diversification; accuracy and error in the collection and reporting of economic data.

ES 321 — INTRODUCTION TO MANAGEMENT

Prerequisite: ES 223. The structure and organization of a business and the functions of the policy makers in relation to the objectives of the business; emphasis on problems of management through analysis of case studies.

ES 322 — MANAGERIAL ACCOUNTING

Prerequisite: ES 224. Uses and basic systems of cost accounting; capital budgeting; inventory valuation; costs as they apply to business decisions; cases and problems.

ES 323 — PRODUCTION AND DISTRIBUTION

Prerequisite: ES 223. Variables related to the production system with emphasis on the criteria of cost, revenue, and profit; basic knowledge of concepts, tools, and types of organizations used in market structures, marketing, retailing, and retail sales analysis.

ES 325 — CORPORATION FINANCE

Prerequisite: ES 224. Selecting the form of organization promotion; current and long-term financing; securities and securities markets; basic techniques of financial planning and control.

ES 327 — MODERN ECONOMIC THOUGHT

Prerequisite: ES 222. The background, emergence, and impact of contemporary economic thought on domestic and foreign economic policy.

ES 329 — DIRECTED READING IN ECONOMICS

Prerequisite: ES 221. Individual readings and group discussion of selected classics and pertinent monographs in the field.

ES 421 — BUSINESS LAW

Prerequisite: Junior or senior status. Fundamentals of contracts, sales, commercial paper, and business organizations; emphasis on the uniform commercial code and recognition of legal problems in the business world.

ES 422 — ADVANCED ACCOUNTING PROBLEMS

Prerequisite: ES 322. Computer related course. Complex accounting problems in specialized areas, namely leaseholds, consolidations, receiver's statements, partnership formation, liquidation; C.P.A. problems.

ES 423 — PUBLIC FINANCE AND TAXATION

Prerequisites: ES 222, PCL 221. A critical study of budgeting, expenditures, borrowing, and taxation of the national, state, and local governments of the United States; critical examination of the use of national estimates in the formulation of fiscal policy and economic planning.

ES 425 — MONEY AND BANKING

Prerequisite: ES 222. The money system, credit instruments, the commercial system, and monetary policy.

ES 427 — ECONOMIC HISTORY OF THE UNITED STATES

Prerequisite: ES 221. Analyzes such problems of American economic history as land policy, working conditions and organization of labor, expansion of national income, development of transportation, production and distribution, and changing concepts of public policy. Relates such problems to money, banking, the tariff, public expenditures, the national debt, and taxation.

ES 499 — SENIOR SEMINAR IN ECONOMICS AND BUSINESS

Prerequisite: Senior status. *Required of concentrators in Economics and Business.* Involves work on a special project which is discussed at both area and division-wide meetings, reported in writing, and defended before a committee of faculty members appointed by the Chairman of the Division.

HISTORY

Eight courses plus the Senior Seminar are required for a concentration. Of these, six are specified: HY 221 United States History, HY 223 Early Modern Europe, HY 321 Eastern Civilization from 1850, HY 329 Directed Reading in European and American History, HY 427 History of Ideas, and HY 499 Senior Seminar in History. Recommended: at least one course covering Russia or Latin America. To complete the concentration, courses may be taken in History, Political Science, Economics, or any other area with approval of the Divisional Chairman.

HY 221 — UNITED STATES HISTORY

Prerequisite: SSE 121-122. From early colonial expansion to the present. A problems approach is used with major emphasis upon contemporary source materials for each historical period.

HY 223 — EARLY MODERN EUROPE

Prerequisite: SSE 121-122. *Required of all concentrators in History.* A study of the principal movements, events, and ideas in the Western World from medieval times to the French Revolution.

HY 321 — EASTERN CIVILIZATION FROM 1850

Prerequisites: HY 221, HY 223, or approval. *Required of concentrators in History.* An intensive study of the historical development of the civilizations of both the Near East and the Far East, with emphasis in the second half of the course on the impact of Western ideas and practices on the complex problems of American foreign policy in the area. Each student selects a country for intensive study.

HY 325 — MODERN RUSSIAN HISTORY

Prerequisite: HY 223 or approval. A study of the decline of imperial Russia in the nineteenth century to the creation and consolidation of the communist state in the twentieth century.

HY 327 — LATIN AMERICA IN THE TWENTIETH CENTURY

Prerequisite: HY 221 or approval. The major currents, events, ideas, and problems of Latin America from the revolutionary movement of the nineteenth century to the present.

HY 329 — DIRECTED READING IN EUROPEAN AND AMERICAN HISTORY

Prerequisites: HY 221, HY 223. *Required of concentrators in History.* A one-semester study of selected readings in European and American history.

HY 421 — EUROPE IN THE NINETEENTH CENTURY

Prerequisite: HY 223 or approval. Intensive study of the principal movements, events, and ideas in the Europe of the nineteenth century.

HY 422 — EUROPE IN THE TWENTIETH CENTURY

Prerequisite: Senior status or approval. The major currents, events, and ideas in European history from 1870 to the present.

HY 423 — THE UNITED STATES IN THE TWENTIETH CENTURY

Prerequisite: HY 221. The major currents, events, and ideas in United States history from the rise of big business and progressivism to the present.

HY 425 — UNITED STATES DIPLOMATIC HISTORY

Prerequisite: HY 221. A survey of the principal themes and events in American foreign relations from the Revolution to the present.

HY 427 — HISTORY OF IDEAS

Prerequisite: HY 329 or approval. *Required of concentrators in History.* A one-trimester study of the major intellectual currents which have dominated historical thought, particularly in the Western world.

HY 499 — SENIOR SEMINAR IN HISTORY

Prerequisites: History concentration and senior class standing. *Required of concentrators in History.* A two-trimester divisional seminar in conjunction with the other disciplines in the Social Sciences in which the students prepare a thesis under the guidance of their area advisor.

POLITICAL SCIENCE

The program in Political Science is offered to (1) provide a more educated citizenry in public affairs; (2) prepare students for teaching in secondary schools; (3) provide a base for graduate work or for the legal profession; (4) provide a background for a career in politics; (5) acquaint students with international relations; and (6) give a broad background for careers in public administration and other government service.

These purposes are fulfilled by a concentration in Political Science alone, or by combinations with History, Economics, Sociology, Psychology, Education, Foreign Language, Mathematics, or Science. The courses required for any of these concentrations are: PCL 221 American Governmental System, PCL 323 Comparative Government, PCL 329 Directed Reading in Political Science, PCL 425 Western Political Thought, PCL 427 International Relations, and PCL 499 Senior Seminar; the others are chosen according to each student's purposes. Eight courses plus Senior Seminar are required.

PCL 221 — AMERICAN GOVERNMENTAL SYSTEM

Prerequisite: SSE 121-122. *Required of concentrators in Political Science.* The origin, nature, and development of the U.S. Constitution; the organization, powers, and functions of the three branches of the national government; the national administrative agencies; the principal features of state and local government; their constitutional and statutory limitations; their administrative activities.

PCL 225 — COMMUNISM AND THE MODERN WORLD

Prerequisite: SSE 121-122. A study of the various theories of Communist thought and their application in the so-called "peoples" democratic republics and "wars of liberation."

PCL 323 — COMPARATIVE GOVERNMENT

Prerequisite: PCL 221. *Required of concentrators in Political Science.* A balanced study of the politics and government of Great Britain, France, Germany, Italy, and the U.S.S.R. in comparison with, and in contrast to, the institutions of the United States.

PCL 325 — PUBLIC ADMINISTRATION

Prerequisite: PCL 221. Nature of public administration; structures and statutory limitations; staff organization and flow of command; employment policies, personnel training, and management; employees organization; public relations.

PCL 327 — AMERICAN CONSTITUTIONAL LAW

Prerequisite: PCL 221. An intensive study and analysis of the U.S. Constitution, with study and briefing of the more important Supreme Court decisions. Particular attention paid to civil liberties cases.

PCL 329 — DIRECTED READING IN POLITICAL SCIENCE

Prerequisite: PCL 221. *Required of concentrators in Political Science.* Individual reading and group discussions of selected classics and provocative monographs in the discipline.

PCL 421 — POLITICAL-ECONOMIC GEOGRAPHY

Prerequisites: PCL 221 and 323. A study of geographic factors on political and economic affairs in the modern world.

PCL 423 — AMERICAN POLITICAL PARTIES

Prerequisite: PCL 221. The origins, nature, and functions of parties under the American system of government.

PCL 425 — WESTERN POLITICAL THOUGHT

Prerequisites: SSE 121-122, PCL 329. *Required of concentrators in Political Science.* The role of the state, its auxiliary agencies and functions as viewed by political philosophers from Plato to Marx.

PCL 427 — INTERNATIONAL RELATIONS

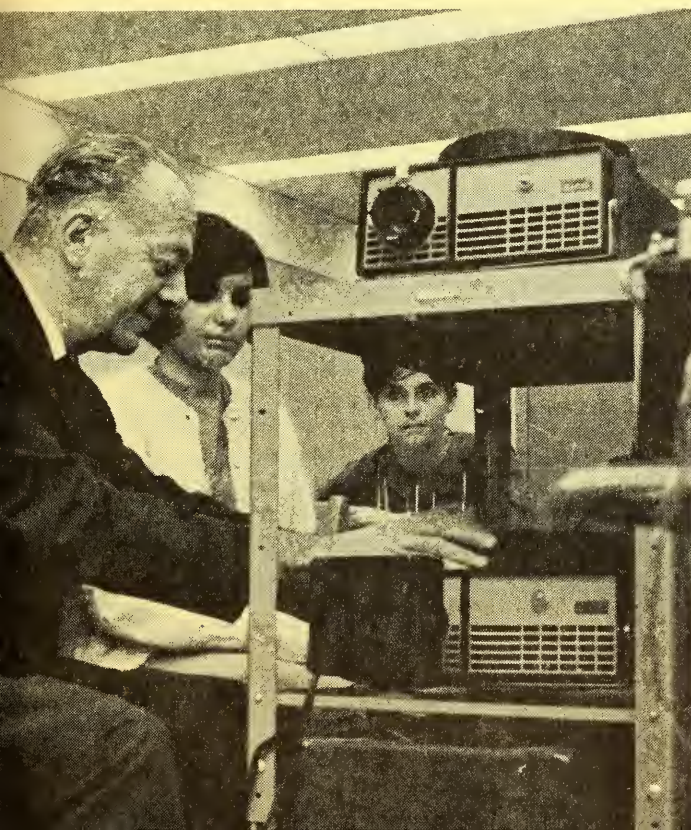
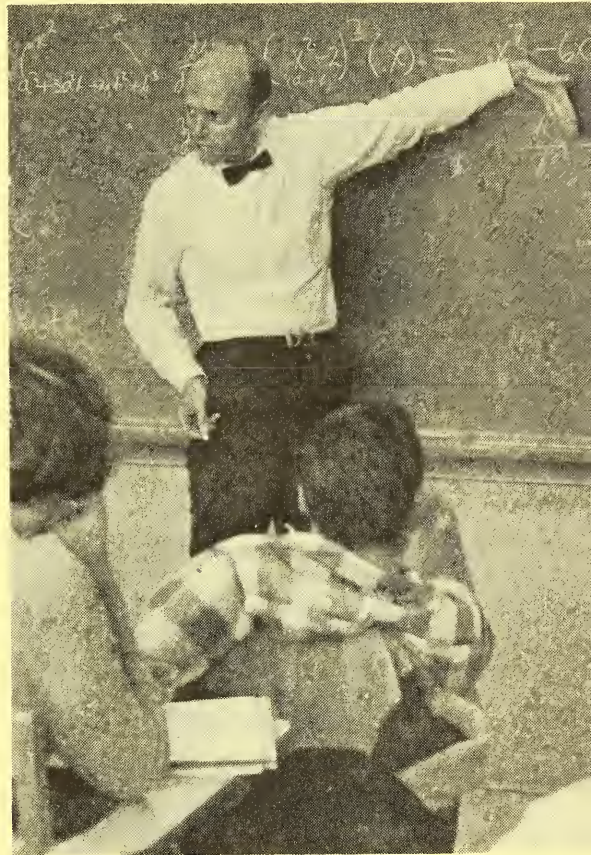
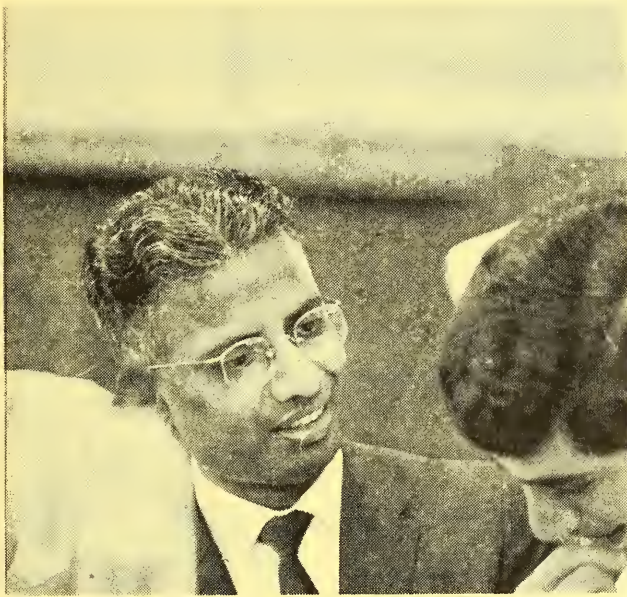
Prerequisites: PCL 323 and 425. *Required of concentrators in Political Science.* Analyses of forces and factors that affect the position and the course which governments take both in normal times and in periods of crisis. Focus on current situations. Emphasis upon economic, cultural, geographic, political, and historical factors affecting a given crisis and its resolution. Assessment of impact of science on international relations. Each student selects a critical area for intensive study.

PCL 499 — SENIOR SEMINAR IN POLITICAL SCIENCE

Prerequisite: Senior status in Political Science. *A program open only to senior students concentrating in Political Science.* The course involves work on a special project which is discussed at area and division-wide general meetings, reported in writing, and defended before a committee of three faculty members appointed by the Divisional Chairman. The report becomes the property of the College.

PSYCHOLOGY

Eight courses plus the Senior Seminar are required for a concentration in Psychology; of these, six are designated: PSY 221 General Psychology, PSY 222 Psychology of Adjustment, PSY 321 Experimental Psychology, PSY 322 Tests and Measurements, PSY 421 Personality Theory, and PSY 499 Senior Seminar in Psychology. PSY 323 Social Psychology and PSY 423 The Adequate and the Disorganized Personality are recommended along with the related courses EN 221 Human Growth and Development, BLY 327 Human Anatomy and Physiology, and MS 225 Elementary Statistics. However, with the approval of the Divisional Chairman, other courses may be elected to satisfy the student's individual needs.



PSY 221 — GENERAL PSYCHOLOGY

Prerequisite: SSE 121-122. *Required of concentrators in Psychology.* A survey of the major topics in psychology—growth and development, perception, learning, thinking, and an introduction to methods used in psychological investigation.

PSY 222 — PSYCHOLOGY OF ADJUSTMENT

Prerequisite: SSE 121-122. *Required of concentrators in Psychology.* Genetic, organic, and learned factors involved in the processes of personal adjustment; applications of mental health principles to everyday living.

PSY 321 — EXPERIMENTAL PSYCHOLOGY

Prerequisite: PSY 221. *Required of concentrators in Psychology.* The basic principles of scientific experimentation. Psychophysical methods, detection theory, research design, random groups, and matched group experiments. Lecture-laboratory.

PSY 322 — TESTS AND MEASUREMENTS

Prerequisite: PSY 321. *Required of concentrators in Psychology.* Measurement theory, tests, and other tools of measurement. Lecture-laboratory.

PSY 323 — SOCIAL PSYCHOLOGY

Prerequisite: PSY 222. Interpersonal relations, group dynamics, leadership, attitudes, and opinions.

PSY 329 — DIRECTED READING IN PSYCHOLOGY

Prerequisites: PSY 222 and junior status. Designed to strengthen the student's background through independent study, reports, and group discussions of systems and theories of psychology and introduction to research in practical problems.

PSY 421 — PERSONALITY THEORY

Prerequisites: Three courses in psychology and approval. *Required of concentrators in Psychology.* A study of personality themes with an evaluation of the physical, psychological, and environment determinants of behavior.

PSY 423 — THE ADEQUATE AND THE DISORGANIZED PERSONALITY

Prerequisite: PSY 421. A study of the extreme deviations in behavior and the hypotheses used to explain such behavior.

PSY 429 — INDIVIDUAL WORK IN PSYCHOLOGY

Prerequisites: Four courses in Psychology, including PSY 321. The student plans and conducts an individual project under the supervision of a staff member.

PSY 499 — SENIOR SEMINAR IN PSYCHOLOGY

Required of all concentrators in Psychology. Designed to give the student the opportunity to integrate concepts within the field of psychology and to relate these to other areas of study.

SOCIAL STUDIES

The concentration in Social Studies is designed particularly for the student who plans to teach social studies in the junior high school. It is broad enough in scope and permits through choice of courses sufficient depth for the student to prepare also for teaching American government in the secondary school. In order to prepare adequately for teaching, the student who chooses the Social Studies concentration must include in his program EN 221 Human Growth and Development, EN 321 The School Program, and EN 323 Method: The Theory and Practice. He should also so order his time and courses that he can take EN 410 The Internship.

Eight courses and the Senior Seminar in Education are required for the concentration in Social Studies. The following seven are specified: HY 221 United States History, PCL 221 American Governmental System, PCL 327 American Constitutional Law, SY 221 American Society, ES 221 Economics I, GY 221 Introduction to Geography, and EN 499 The Senior Seminar.

To complete the concentration the student must elect two additional courses approved by his advisor, the criterion of his choice being the relevance of the course to his interest and purpose. MS 225 Elementary Statistics is recommended.

GY 221 — INTRODUCTION TO GEOGRAPHY

(The only course listed in the Social Studies concentration not described elsewhere)

Prerequisite: SSE 121-122. Geographic survey of major physical, political, cultural, economic, and resource patterns of the world, with critical analysis of wise and wasteful practices of utilization of these resources.

SOCIOLOGY

Eight courses plus the Senior Seminar are required for a concentration in Sociology. Of these, six courses are designated: SY 221 American Society, SY 222 Social Problems, SY 321 The Family, SY 323 Cultural Anthropology, SY 329 Directed Reading in Sociology, and SY 499 The Senior Seminar in Sociology. To complete the concentration, three courses are selected by the concentrator from Psychology, Economics, Mathematics, or any other discipline approved by the Divisional Chairman. MS 225 Elementary Statistics is especially recommended for all concentrators in Sociology.

SY 221 — AMERICAN SOCIETY

Prerequisite: SSE 121-122. *Required of all concentrators in Sociology.* A sociological analysis of social organization, culture, and personality. Attention is given to the development and analysis of dominant American values.

SY 222 — SOCIAL PROBLEMS

Prerequisite: SY 221. *Required of all concentrators in Sociology.* Selected areas of social disorganization within the framework of contemporary American Society are studied from the viewpoint of their nature, extent, contributing factors, and programs of prevention. Concepts and theories of sociology are related to the analysis of social problems and deviant behavior.

SY 321 — THE FAMILY

Prerequisite: SY 222. *Required of all concentrators in Sociology.* A study of family structure, functions, and relationships. Social and cultural differences in family behavior and comparison of the roles and values of various cultures.

SY 323 — CULTURAL ANTHROPOLOGY

Prerequisite: SY 222. *Required of all concentrators in Sociology.* A study of the formation, structure, and function of cultural organization and of cultural dynamics as revealed by comparative studies of the cultural life of illiterate peoples.

SY 329 — DIRECTED READING IN SOCIOLOGY

Prerequisite: SY 222. *Required of all concentrators in Sociology.* Individual reading and group discussions of selected classics and provocative monographs in Sociology and related disciplines.

SY 421 — SOCIAL DEVIANCY AND CRIMINOLOGY

Prerequisite: SY 222. The nature and extent of crime and delinquency; significant physical, psychological, and social theories as to the cause; programs of treatment and control; the roles of the police, courts, institutions and agencies; theories and methods of prevention; crime and delinquency as cultural phenomena.

SY 423 — CHRISTIAN SOCIAL THOUGHT

Open to juniors and seniors. An intensive study and appraisal of modern social thought as derived from tradition and developed in the official teaching of the Church. Traditional social principles are thought through and applied to the more significant, interrelated aspects of the contemporary social order, such as the family, economics, politics, education, and recreation.

SY 425 — THE FIELD OF SOCIAL WORK

Prerequisite: SY 222. The growth and development of social work. Application of sociological and philosophical principles to social work activities. Supervised field observation.

SY 499 — SENIOR SEMINAR IN SOCIOLOGY

Prerequisite: Senior class standing and a concentration in Sociology. *Required of all concentrators in Sociology.* The course involves work on a special project which is discussed at area- and division-wide general meetings, reported in writing, and defended before a committee of three faculty members appointed by the Divisional Chairman. The report becomes the property of the College.

THE INSTITUTE FOR CREATIVE TEACHING

The Institute for Creative Teaching embraces three functions:

1. It directs the development, implementation, and evaluation of the Teacher Education Program of the College.
2. It supervises the administration of special service programs, institutes, and workshops which are not primarily an integral part of the function and program of any one of the five academic divisions of the College.

3. Initiating, channeling, and testing ideas, projects, and experiments directed toward the improvement of instruction and hence of teaching, it serves as one resource for the improvement of instruction throughout the College and the larger community.

The Institute has established the Saint Leo Kindergarten both as a service to the community and as a fruitful laboratory for the observation and study of young children. The two-year program in Secretarial Science offered by the College is an example of a special program supervised by the Institute.

Foremost among the functions of the Institute are the development and direction of the Teacher Education Program of the College. This program provides for: (1) basic courses in Education required of all teachers for certification; (2) a full concentration in Elementary Education; (3) a full concentration in Physical Education for both men and women; (4) concentrations in subject fields usually taught in the secondary schools, such as English, Science, History, Political Science, Art, Music, Social Studies, etc. Subject field concentrations are directed by the appropriate division and include the three basic professional courses. To include the Internship in their program, students preparing to teach a subject field should count on spending an additional trimester or a summer session at the College. (For concentrations in subject fields refer to the appropriate division; e.g., English, see Division of Language and Literature.)

The general professional courses are required for any concentration leading to teaching whether it be Elementary Education, Physical Education, or a subject field such as English, Political Science, Business, or Art. These required professional courses are as follows: EN 221 Human Growth and Development; EN 321 The School Program; and EN 323 Method: The Theory and Practice. Understanding of the social foundations of education (offered as a separate course in many colleges) is provided for in SSE 121-122 Basic Social Science, which is required of all students in Saint Leo College in their freshman year. A member of the faculty of the Institute for Creative Teaching serves on the team of teachers who lecture, conduct the seminars, and develop and evaluate this two-trimester course. (For a description of this course, please refer to the Division of Social Science.)

Students who plan a career in guidance should understand that to be certified in guidance they must have taught a minimum of two years; hence, they should prepare first for teaching. All students should also understand that a career in teaching at any level or in any field requires graduate study;

therefore, they advance their own preparation by planning as carefully as possible their undergraduate program.

A student interested in a career in teaching or in a field related to it should as soon as he arrives at Saint Leo College visit the Institute for Creative Teaching in Saint Francis Hall to discuss his interest with one of the Education faculty. Since preparation for becoming a teacher is enhanced by many informal experiences not necessarily encompassed in courses, he will gain much by this visit.

All students planning to teach should understand that there is a very definite relation between all of the courses included in the basic core program and their development as prospective teachers. The values in the liberalizing arts and sciences, if grasped, not only extend their communication with other men and women in all professions but also lead them to greater confidence in themselves as persons. From the beginning of their freshman year until they are candidates for graduation, they should work earnestly to derive the best they can from each required core course.

Any course in Education offered by the College is open to any student as an elective provided he has the prerequisites for the course and the approval of his advisor.

CONCENTRATION IN ELEMENTARY EDUCATION

Eight courses plus the Senior Seminar in Education are required for a concentration in Elementary Education. The following are specified: EN 325 The Fine Arts in the Elementary School; *either* EN 327 Mathematics in the Elementary School *or* EN 329 Science in the Elementary School; *either* EN 421 Language and Literature in the Elementary School *or* EN 425 Social and Behavioral Studies in the Elementary School; EN 423 Teaching Reading; EN 410 The Internship (equivalent to two courses); and EN 499 The Senior Seminar in Education. Two courses at the 300 level or above may be elected, with approval of the student's advisor, from Education, Psychology, or Sociology.

EN 221 — HUMAN GROWTH AND DEVELOPMENT

Required of students concentrating in Elementary and in Physical Education and for certification. Prerequisite to advanced courses in professional Education.
The growth and development of the child from infancy to adulthood;

emphasis on psychological effects of family, peer groups, and social institutions; individual differences; theories and supporting research. The significance of person is developed.

EN 321 — THE SCHOOL PROGRAM

Prerequisite: EN 221. *Required of students concentrating in Elementary and in Physical Education and for certification.* An overview of the school program from kindergarten through the junior college with specific reference to function and goals, curricula, principles of teaching, guidance, methods and materials of instruction, evaluation, organization, and administration. Emphasis on continuity. Observation of outstanding innovations and programs in areas within driving distance of the College.

EN 323 — METHOD: THE THEORY AND PRACTICE

Prerequisite: EN 321. *Required of students concentrating in Elementary and in Physical Education and for certification.* A critical study of the theories of learning subsuming current methods of instruction in the elementary and secondary schools and in the junior college. Examines theories of method in relation to the function of the school, the objectives of the subject fields, the nature of learning, the role of the learner, the role of the teacher, and the unity of knowledge. Evaluates current practice in terms of a philosophy which values the individual as a person. Intensive study of theory of method concurrent with supervised observation of practice and participation in a selected subject field such as English, Speech, History, etc., or in a broad area such as Elementary Education and Physical Education.

EN 325 — THE FINE ARTS IN THE ELEMENTARY SCHOOL

Prerequisite: EN 221 or approval. *Required of students concentrating in Elementary Education.* An experiential laboratory course in teaching the arts in the elementary school, with emphasis upon (1) the content, materials, and techniques used and (2) the creative experience of the students.

EN 327 — MATHEMATICS IN THE ELEMENTARY SCHOOL

Prerequisite: EN 221 or approval. An experiential laboratory course in the development of the mathematics program of the elementary school from kindergarten through the sixth grade. Emphasizes the newer, creative approaches and assists students to grasp the problems they may actually encounter. Attempts to strengthen each student's skills in mathematics and his understanding of basic concepts.

EN 329 — NATURAL SCIENCE IN THE ELEMENTARY SCHOOL

Prerequisite: EN 221 or approval. An experiential laboratory course in the development of a creative program of science in the elementary school from kindergarten through the sixth grade. Development of ideas and attitudes intrinsic to the nature of science; experience in devising guides for doing research at each grade level. Creativity as it relates to encouraging curiosity, inquiry, and discovery; to development of logical procedures; to teaching the fundamentals; to respecting contributions of all toward further truths; to devising criteria for evaluation. Construction of tests which test acquisition of objectives of teaching science.

EN 410 — THE INTERNSHIP (equivalent two courses)

Prerequisites: EN 323, near completion of concentration, and approval of Director of Teacher Education. Minimum of eight weeks of supervised teaching in an approved public or non-public school.

EN 421 — LANGUAGE AND LITERATURE IN THE ELEMENTARY SCHOOL

Prerequisite: EN 321. Language as creative effort toward self-expression and communication; relation of creative self-expression through language to literature in its most creative forms; approaches to formal instruction in language and to the creation and the use of literature in the elementary school; examination of outstanding programs in language and literature—their content, resources, and organization, formulation of principles for development, implementation, and evaluation.

EN 422 — AUDIO-VISUAL TECHNOLOGY

An elective open to all students of junior or senior status and to sophomores with approval of advisor. Designed for students who desire basic knowledge in the field. Its purpose is to develop understanding of the concepts related to audio-visual materials and to develop skills in preparing and using such materials.

EN 423 — TEACHING READING

Prerequisite: EN 323. *Required of concentrators in Elementary Education.* Basic theory underlying different approaches, techniques, equipment, materials, and organization, with emphasis on the role of the teacher in each; corrective and developmental programs; extensive practice directed so far as possible toward the specific teaching goal of the individual students. The College Reading Center is used as a laboratory.

EN 424 — EDUCATIONAL PSYCHOLOGY

An elective open to seniors preparing to teach. Understanding of the applications of psychological principles to the educational process. Treats such topics as individual differences, principles of learning, transfer of training, and the nature of reasoning in the light of accepted and emergent research; emphasis on concepts of creativity, with exploration of significant innovative applications.

EN 425 — SOCIAL AND BEHAVIORAL STUDIES IN THE ELEMENTARY SCHOOL

Prerequisite: EN 221 (EN 321 desirable). Creating a social climate in the classroom conducive to the growth of each child and to the development of orderly and productive work patterns; cooperation among classes as groups within a school and within the larger community; the guidance functions of the classroom teacher; examination of outstanding programs in the social studies—their content, resources, and organization; formulation of principles for development, implementation, and evaluation.

EN 426 — PRINCIPLES OF GUIDANCE (not offered 1967-1968)

Prerequisites: EN 221, 321 and a planned concentration leading toward teaching. Emphasizes the relation of guidance to the teaching function; development of principles; application to specific problems.

EN 428 — PHILOSOPHY OF EDUCATION (not offered 1967-1968)

An elective open to seniors. Considers the basic principles, the nature, and the ends of education, emphasizing the significance of the intellectual and moral virtues in the teaching-learning situation and in the function of education in a free society.

EN 429 — INDIVIDUAL WORK

Prerequisite: Senior status and approval of the Director of Teacher Education. Designed to allow the student to pursue in depth a problem or research topic related to his particular professional goal.

EN 499 — SENIOR SEMINAR IN EDUCATION

Required of all seniors concentrating in Elementary Education and in Physical Education.

PHYSICAL EDUCATION

The Program in Physical Education includes (1) the two-year sequence in *Fitness and Sports* required of all students except as indicated below and (2) the concentration for students preparing to teach physical education in the secondary school, to coach, or to enter the recreational field. A special two-year sequence is designed for the students who, for physical causes, are unable to take the required core program in physical education. The following students are not required to take the core program:

1. Veterans with two years of service (one year credit for each year of active duty)
2. Students over thirty-five years of age
3. Students transferring with junior classification from institutions not requiring physical education.

Required physical education classes meet twice each week during each trimester. The student satisfies the requirement when he has completed four trimesters with a 2.00 or C average.

CONCENTRATION IN PHYSICAL EDUCATION

Eight courses plus the Senior Seminar in Education are required for a concentration in Physical Education. Five are specified as follows: PHE 221 Principles of Physical Education, PHE 321 Physical Education Activities in the School Program, BLY 327 Human Anatomy and Physiology, PHE 421 Administration of Physical Education and Athletics, and EN 499 The Senior Seminar in Education.

The concentration is completed by the selection of four additional courses approved by the advisor. The courses may be selected from Physical Education, Education, Psychology, or Sociology. They may not, however, include EN 221, EN 321, and EN 323, which are required but are not a part of the concentration.

PHE 101-102

Required of all students except those unable to take it for physical causes. Emphasis on fitness; includes instruction and participation in team sports. Two trimesters.

PHE 103-104

Designed for students unable to take PHE 101-102 for physical reasons.

PHE 201-202

Prerequisite: PHE 102. *Required of all students except those unable to take it for physical reasons.* Each student selects and engages in sports and recreational activities from the following: golf, tennis, archery, pocket billiards, bowling, handball, weightlifting, senior life saving and waterfront instruction.

PHE 203-204

Prerequisite: PHE 104. Designed for students unable to take PHE 201-202.

PHE 221 — PRINCIPLES OF PHYSICAL EDUCATION

Prerequisite: Sophomore status. *Prerequisite to all other physical education courses. Required for concentrators.* Contemporary theory and practice in physical education; emphasis on history, philosophy, and objectives.

PHE 321 — PHYSICAL EDUCATION ACTIVITIES IN THE SCHOOL PROGRAM

Prerequisite: PHE 221. *Required of concentrators.* Understanding of the nature of the various activities needed in the total physical education program of a school and of the appropriateness of the activities to the level of development of boys and girls; mastery of the related materials, equipment, and skills needed by the teacher in each of the activities. Special attention is given to the intramural program.

PHE 323 — TEAM SPORTS AND GAMES

Prerequisite: PHE 221. *For women.* The principles and practices of coaching and teaching women's sports, including fundamentals and skills.

PHE 325 — THEORY AND PRACTICE OF COACHING

Prerequisites: PHE 221 and BLY 327. *For men.* The principles and practices of coaching varsity sports. The major sports are emphasized. Special consideration is given to the general mental and physical training of an athlete. Athletic first aid and officiating are studied and practiced.

PHE 421 — RECREATIONAL LEADERSHIP AND ADMINISTRATION

Prerequisites: PHE 321 and senior status. The history, practices, policies, leadership, and supervision of school and community playgrounds, recreational centers, and campus. Special emphasis on study of student leadership.

PHE 423 — ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS

Prerequisites: PHE 321 and senior status. Policies, standards, and procedures in the organization and administration of the program of education, intramural activities, and varsity athletics. Emphasis on the education perspective and the many administrative problems.

SECRETARIAL SCIENCE

The two-year terminal program in Secretarial Science is designed to develop competent secretaries prepared for employment in the business world today. The program provides not only for competency in such skills as typewriting, shorthand, office practices, use of machines, and application of basic principles of accounting but also for extending the student's background in the liberal arts, particularly in English, social science, and the humanities.

Below are described the courses offered in Secretarial Science. The descriptions of courses in the liberal arts may be found in the appropriate divisions. *For more detailed information concerning the Secretarial Science Program, write to the Dean of Admissions and Records, Saint Leo College.*

BSN 121 — ELEMENTARY SHORTHAND

Introduction to the principles of Gregg Shorthand, Diamond Jubilee Series. Basic skills and shorthand vocabulary stressed, with some dictation and transcription practice. Spelling, punctuation, grammar, and business vocabulary included.

BSN 122 — ADVANCED SHORTHAND

Prerequisite: BSN 121. Continuation of basic skills and vocabulary building. Increased dictation speed and further development of dictation and transcription skill.

BSN 123 — ELEMENTARY TYPEWRITING

A beginning course in the touch operation of the typewriter. Application of basic skills of typing to common types of business letters, reports, and tabulated materials.

BSN 124 — ADVANCED TYPEWRITING

Prerequisite: BSN 123. Speed and accuracy building procedures emphasized. Further application of basic skills in the production of letters, reports, tables, documents, forms, and manuscripts.

BSN 221 — SECRETARIAL PRACTICE I

Prerequisites: BSN 122, BSN 124. Development of professional secretarial concepts and personality traits. Includes human relations, grooming, handling mail, telephone techniques, business communications, travel arrangements. Special instruction and practice in records control and business machines.

BSN 222 — SECRETARIAL PRACTICE II

Prerequisite: BSN 221. Continued development and understanding of secretarial duties and responsibilities, including banking procedures, financial records, business reports and legal papers, meetings and conferences, duplicating procedures, business machines. Special instruction and practice in data processing aimed at developing basic understanding of the principles of processing data by automatic means.

BSN 223 — DICTATION AND TRANSCRIPTION I

Prerequisites: BSN 122, BSN 124. Designed to strengthen basic skills and knowledge of shorthand and typewriting. Emphasis on dictation and transcription skills. Programmed drills in spelling, punctuation, and vocabulary improvement.

BSN 224 — DICTATION AND TRANSCRIPTION II

Prerequisite: BSN 223. Further development of dictation and transcription skills and production of mailable business correspondence.

VII. Personnel

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Dade City, Florida

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Saint Leo, Florida

Rev. Andrew Metzger, O.S.B.
Saint Leo, Florida

Br. Paul Tennis, O.S.B.
Saint Leo, Florida

Rev. Mother Carmen Young, O.S.B.
Saint Leo, Florida

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Saint Leo, Florida

Rev. Andrew Metzger, O.S.B.
Saint Leo, Florida

Brother Paul Tennis, O.S.B.
Saint Leo, Florida

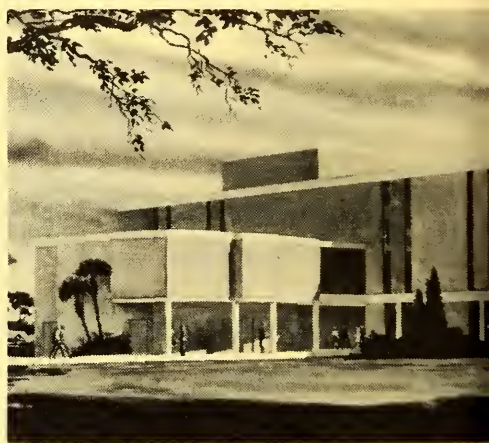
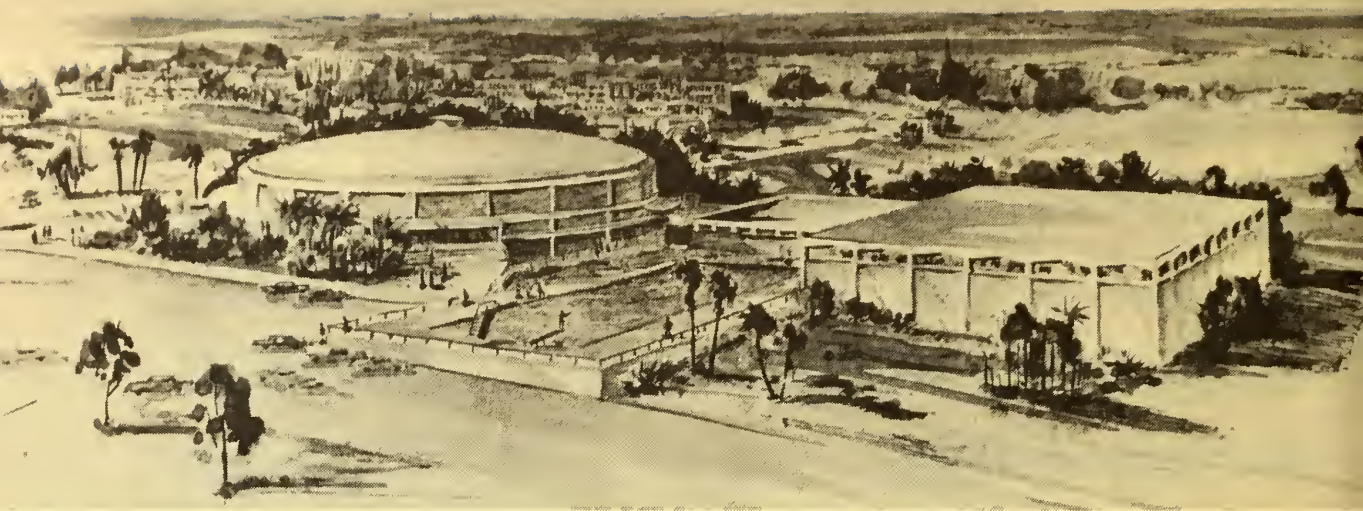
Rev. Mother Carmen Young, O.S.B.
Saint Leo, Florida

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Rev. Robert Velten, O.S.B.	Vice President
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Dr. Clara Olson Assistant to the President for The Institute for Creative Teaching	
Mr. A. James Christiansen Comptroller	
Rev. Mother Carmen Young, O.S.B. Prioress, Holy Name Priory	



FACULTY

- Mr. Setty Adishes (1965)
B.S., Central College, Mysore; M.S., Central College, Mysore;
Ph.D., Kent State University
Assistant Professor: Chemistry
- Mr. Richard L. Angerer (1967)
B.S., St. Ambrose College; M.S., Purdue University
Instructor: Chemistry
- Mrs. Elizabeth Armstrong (1966)
B.A., University of South Florida
Teaching Assistant: French
- Mrs. Priscilla Austin (1967)
B.A., Radcliffe College; B.A., University of South Florida;
M.A., University of Florida
Instructor: Spanish
- Mr. Leopoldo Martinez Azoy (1965)
B.A., Instituto Cuba; Ph.D., University of Havana
Assistant Professor: Spanish
- Mr. C. Nesbitt Blaisdell (1967)
B.A., Amherst College; M.F.A., Columbia University
Assistant Professor: Theatre
- Mrs. Ruth Brightwell (1967)
B.S., Ohio State University
Instructor: Secretarial Science and Coordinator of the Program
- Mr. William Casey (1965)
B.S., St. Bonaventure College; M.A., Georgetown University
Assistant Professor: Social Science
- Miss Virginia Chang (1967)
B.A., Mankato State College; M.L.S., University of Oklahoma
Instructor: Library Assistant
- Mr. David Cohen (1965)
B.S., United States Naval Academy; M.S., Florida State University;
Ph.D., Florida State University
Associate Professor: Mathematics and Audio-Visual Technology

personnel

Mr. Thomas J. Crosby (1967)

B.A., Saint Leo College

Teaching Assistant: Physical Education, Coach

Mr. John A. Dohr (1967)

B.A., Aquinas Institute; M.A., Aquinas Institute; Ph.L., Aquinas Institute

Instructor: Philosophy

Rev. Fidelis Dunlap, O.S.B. (1958)

B.A., St. Vincent College; M.S. in L.S., The Catholic University of America

Associate Professor: Librarian

Rev. Damian DuQuesnay, O.S.B. (1966)

B.S., St. Benedict's College; M.A., The Catholic University of America

Assistant Professor: Biology

Associate Chaplain

Mr. James Dyson (1966)

A.B., Little Rock College; A.M., Little Rock College; M.A., Peabody College; B.S. in L.S., Peabody College

Assistant Professor: Assistant Librarian

Mr. James Erpenbeck (1967)

B.A., St. Meinrad College; M.A., University of Notre Dame;

Ph.D., University of Notre Dame

Associate Professor: Philosophy

Miss Marjorie Esser (1967)

B.S., St. Joseph College; M.S., University of Illinois

Assistant Professor: Mathematics

Mr. Howard E. Fagan (1967)

B.S., Northern Illinois University

Instructor: Physical Education, Head Basketball Coach

Mr. Joseph A. Flahaven (1967)

B.A., St. John's Seminary; M.A., St. John's University

Instructor: Theology

Mr. Edward Flemming (1966)

B.S., Bridgewater Teachers College; M.Ed., Harvard; M.A., Columbia University; M.P.H., University of North Carolina; Ed.D., Columbia University

Dean of Academic Affairs

Professor: Psychology

Rev. William Fuchek, O.S.B. (1965)

B.A., St. John's University

Teaching Assistant: Coach (Part Time)

Miss Joyce Gamewell (1967)

B.S., University of Colorado; M.A., Colorado State College;

Ed.D., Colorado State College

Assistant Professor: Counseling

Mrs. Margaret Gappa (1967)

B.A., Marycrest College; M.A., St. John's University, Collegeville

Instructor: Theology

Mr. Robert A. Gappa (1967)

B.A., St. John's University, Collegeville; M.A., St. John's University, Collegeville

Instructor: Theology

Mr. Joseph Geiger (1962)

A.B., University of Florida

Instructor: Art

Mrs. Llona Geiger (1964)

B.A., University of South Florida

Instructor: French, German

Mr. Harry Gill (1963)

B.A., St. Brendan's College; M.A., University of London

Assistant Professor: Political Science, History

Msgr. Bernard Gingras (1965)

B.A., College of Ste. Marie; M.A., Jesuits; Ph.D., Montreal University;

Ph.D., Universite de Paris

Professor: Psychology, Counseling

personnel

Mr. Gene Goforth (1967)

BBA, Sam Houston State; M.A., Sam Houston State; Ph.D., Indiana University

Director of Institutional Research

Acting Chairman: Division of Social Science

Associate Professor: Economics

Mr. George S. Good (1967)

B.Th., Northwest Christian College; B.D., Drake University;

Ph.D., University of Iowa

Assistant Professor: Theology

Mr. Earl Grauer (1966)

B.M.Ed., University of Southern Mississippi; M.M., Southern Illinois University

Director of Summer Institutes

Assistant Professor: Music, Choral Director

Mr. John Groselle (1959)

B.A., Case Institute of Technology

Instructor: Graphics (Part Time)

Mr. Richard Guenther (1966)

B.A., University of Louisville; M.A., Indiana University

Instructor: Art

*Rev. Martin Guiteras, O.S.B. (1963)

B.A., St. John's University, Collegeville

Instructor: French

Chaplain

Mr. John Hernandez (1966)

BSBA, University of Florida; C.P.A.

Instructor: Business (Part Time)

Rev. Stephen Herrmann, O.S.B. (1958)

B.A., St. Benedict's College; M.A., The Catholic University of America;

Ed.D., University of Florida

President

Professor: Philosophy and Education

* On leave of absence 1967-1968

- Mrs. Marguerite Hertz (1966)
B.S., Northern Illinois State Teacher's College; M.S., Indiana University
Instructor: Women's Physical Education
- Mr. John E. Higgins (1967)
A.B., Morehead State College; A.M., Morehead State College
Assistant Professor: Music
- Miss Ellamay Horan (1967)
B.A., Saint Mary-of-the-Woods; M.A., University of Chicago;
Ph.D., Loyola University, Chicago
Special Assistant to the President for Research Projects
Professor: Religious Education (Part Time)
- Mr. James Horgan (1965)
A.B., Athenaeum of Ohio; A.M., St. Louis University; Ph.D., St. Louis University
Assistant Professor: History
- Rev. Joseph R. Houbrick, O.S.B. (1963)
B.A., St. Bernard College; M.A., University of Miami
Instructor: Biology
- Mr. M. L. Howe (1966)
Ph.D., Yale
Assistant Professor: English
- Mr. Earl T. Howell (1967)
B.A., University of Florida; M.A., University of Florida
Assistant Professor: English, Speech Therapist
- Rev. Augustine Irvin, O.S.B. (1966)
A.B., St. John's University, Collegeville
Teaching Assistant: Spanish (Part Time)
Chaplain
- Mr. Norman Kaye (1966)
B.S., Northern Illinois University; M.S., Northern Illinois University
Director of Athletics
Assistant Professor: Physical Education, Coach, Intramurals
- Mr. John Keller (1966)
B.S., Kent State University; D.D.S., Western Reserve University
Associate Professor: Biology

personnel

Rev. Henry J. Koren, C.S.Sp. (1967)

Ph.D., The Catholic University of America

Professor: Philosophy

Col. Marvin Kreidberg (1966)

B.S., University of Minnesota; M.A., University of Florida

Instructor: History

Rev. Jude Krogol, O.S.B. (1965)

B.A., St. Bernard Seminary

Teaching Assistant: Latin (Part Time)

Chaplain

Mr. Carlton Lane (1966)

B.S., Worcester Polytechnic Institute; S.M., Brown University;

Ph.D., Brown University

Associate Professor: Mathematics

Rev. Alphonse Loaiza, O.S.B. (1965)

M.Ph., St. Anselmo, Roma

Teaching Assistant: Spanish (Part Time)

Mr. Pablo Lopez (1966)

B.A., Indiana State University; M.S., Indiana State University;

LL.D., University of Havana

Assistant Professor: Spanish

Sr. Caroline Maertens, O.S.B. (1959)

B.A.E., University of Florida; M.A., University of Notre Dame

Assistant Professor: English and Education

Rev. Malachy Maguire, O.S.B. (1963)

B.A., Seton Hall University; M.S. in Ed., Temple University

Instructor: Science

Mr. Robert Marsh (1967)

B.S., Central Michigan University; M.A., Central Michigan University;

Ph.D., Central Michigan University

Assistant Professor: Education

Sr. Scholastica Martin, O.S.B. (1964)

A.B., Webster College; M.A., University of Notre Dame

Instructor: Sociology, Social Science

- Mr. John McKay (1965)
Ph.Lic., France: Dominican House
Associate Professor: Philosophy
- Mr. Walter J. McNichols (1967)
LL.B., DePaul University
Instructor: Business and Economics
- Mr. William Meyer (1967)
B.S., University of Missouri
Instructor: Physical Education, Coach, Intramurals
- Sr. Dorothy Neuhofer, O.S.B. (1965)
B.S., Barry College; M.A. in L.S., Rosary College
Instructor: Reference Librarian
- Mrs. Clara Olson (1962)
A.B., Florida State College for Women; M.A.E., University of Florida;
Ph.D., Peabody College
Assistant to the President: Director, Institute for Creative Teaching
Professor: Education
- Mr. Ralph Pendexter (1965)
B.S., Virginia Polytechnic Institute
Instructor: French
- Miss Michele Petrillo (1967)
B.A., Saint Leo College
Kindergarten Teacher
- Mr. Dennis W. Phillips (1967)
B.A., University of South Florida; B.F.A., Ringling School of Art;
M.F.A., University of South Florida
Instructor: Art
- Mr. Henry D. Pope (1967)
B.S., Stephen F. Austin State College; M.S., East Texas State University
Instructor: Chemistry
- Mr. Herbert Prizeman (1966)
B.A., New Mexico Western College; M.A., University of California
Assistant Professor: English, Dramatics

personnel

Br. Giles Rettig, O.S.B. (1963)

B.S., Pennsylvania State University

Teaching Assistant: English (Part Time)

Br. Francis Reilly, O.S.B. (1964)

A.B., University of South Florida

Teaching Assistant: Social Science (Part Time)

Sr. Mary Grace Riddles, O.S.B. (1959)

B.A., Mount St. Scholastica College; M.Ed., St. Louis University

Assistant Professor: English

Mr. Richard Rodwick (1966)

B.S., State University College, New Paltz; M.S., State University of New York; Ph.D., Colorado State University

Dean of Men

Assistant Professor: Psychology

Mr. Christopher M. Ryan (1967)

B.S., College of the City of New York; M.A., New York University;

Ph.D., New York University

Professor: Economics and Business

Rev. Leo Schlosser, O.S.B. (1963)

Assistant Registrar

Teaching Assistant: Theology (Part Time)

Mr. Donavon M. Schmoll (1967)

B.S.Ed., Illinois State University Normal; M.A., New York University;

M.A. in L.S., University of Wisconsin

Instructor: Library Assistant

*Rev. Lawrence Schuck, O.S.B. (1965)

B.A., St. John's University; S.T.L., Pontifical University

Instructor: Theology

Br. Meinrad Schwartz, O.S.B. (1967)

B.A., St. Benedict's College

Teaching Assistant: Reading

* On leave of absence 1967-1968

Mr. Larry Sledge (1967)

M.M., Southern Illinois University

Instructor: Music

Sr. Maura Snyder, O.S.B. (1965)

A.B., Mount St. Scholastica; M.A., University of Notre Dame

Dean of Women

Instructor: English

Mr. William Nicholas Stoffel

B.A., University of Florida; M.Ed., University of Florida

Instructor: Psychology, Guidance and Counseling

Rev. Edward Sullivan (1965)

B.Ph., Trinity College

Instructor: Theology

Rev. Mark Toon, O.S.B. (1967)

B.A., St. Meinrad College; M.A., The Catholic University of America;

Ph.D., The Catholic University of America

Chairman: Division of Philosophy and Theology

Associate Professor: Philosophy

Rev. Robert Velten, O.S.B. (1959)

A.B., St. Benedict's College; M.S., University of Notre Dame

Administrative Vice President

Dean of Student Affairs

Assistant Professor: Mathematics

Mr. Gerald A. Wagner (1967)

B.S., University of Southern Mississippi; M.A., University of Southern Mississippi; Ph.D., Indiana University

Assistant Professor: Speech

Mr. Thomas Wallenmaier (1967)

B.A., Sacred Heart Seminary College; M.A., Marquette University

Instructor: Philosophy

Mrs. Meltha Watts (1966)

B.A., Bowling Green State University; M.S., University of Michigan

Assistant Professor: Education

personnel

Mrs. Frances H. Wilkes (1967)

B.A., University of South Florida

Instructor: English

Mr. William Wilkes (1966)

B.A., Brigham Young University; Ph.D., University of Southern California

Chairman: Division of Fine Arts

Professor: Humanities

Mrs. Patricia Winski (1964)

B.S., University of Minnesota; M.A., University of Minnesota

Instructor: Biology

Mr. Herbert F. Wolf (1964)

Ph.D., German University of Prague

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Mr. Anthony Zaitz (1966)

B.S.O., Curry College; M.A., Boston University; Ph.D., University of Wisconsin

Chairman: Division of Language and Literature

Professor: English and Literature

Mr. Miguel Zepeda (1962)

B.A., Syracuse University; M.A., Syracuse University

Assistant Professor: Mathematics

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Institute for Creative Teaching

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Admissions Office

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Secretary to Dean of Academic Affairs

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Director of College Press

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Miss Linda Nathe
Clerk, Data Processing

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Chief of Security

Brother Jerome Reimer, O.S.B.
Director of Golf Course

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Secretary, Division of Social Science

Mrs. Marion Ruffing
Records Coordinator

Mr. Peter Paul Salesses
Audio-Visual Resources

Mr. Jack Savage
Assistant, Plant Operations

Mr. Gerald Schambeau
Supervisor of Student Service

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Clerk, Library

Rev. Leo Schlosser, O.S.B.
Assistant Registrar

Mr. Harold Schneider
Director of Plant Operations

Mr. Dennis Seibert
Manager of Data Processing

Mr. Ernest Simons
Chef

Miss Romaine Speed
Clerk-Typist, Records and
Admissions Office

Rev. Gregory Traeger, O.S.B.
Secretary, Assistant Treasurer

Mrs. Betty Wilson
Clerk, Business Office

Miss Diane Tsacrios
Clerk, Data Processing

Mrs. Regina Zepeda
Supervisor, Language Laboratory

Mrs. Hazel Whitman
Director of Social Affairs

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California	2	New York	217
Connecticut	91	North Carolina	2
Delaware	2	Ohio	16
District of Columbia	11	Pennsylvania	34
Florida	252	Rhode Island	14
Georgia	6	South Carolina	2
Hawaii	1	Tennessee	2
Illinois	26	Virginia	31
Indiana	4	Wisconsin	4
Kentucky	3	Guatemala	1
Louisiana	1	West Indies	1
Maine	1	Aruba, N.A.	1
Maryland	20	A.P.O., New York	1
Massachusetts	33	South America	1
Michigan	1	Canal Zone	1
Missouri	1		
New Hampshire	2	<i>Total Enrollment</i>	<i>1,047</i>

LIST OF GRADUATES OF CHARTER CLASS

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Manhasset, New York

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Philadelphia, Pennsylvania

Jeane Anne Baumann
Brooklyn, New York

John Patrick Flaherty
New York, New York

Robert E. Beaumont
San Antonio, Florida

Melvin Manuel Gallar
Tampa, Florida

James William Beck
Dayton, Ohio

Stephen John Galo
Chicago, Illinois

John Anthony Bermingham
Evanston, Illinois

Raymond John Hanyak
Camillus, New York

Carolyn Josephine Bolton
Dade City, Florida

Edward Thomas Helfrich
Spring Lake, New Jersey

Charles L. Bond
Pensacola, Florida

Mary Jane Cecilia Hullfish
Trenton, New Jersey

Joseph Jerome Booth
Kingston, Pennsylvania

Mary Hoge Jones
Zephyrhills, Florida

James Joseph Bree
Denville, New Jersey

Edward O. Kenlan, Jr.
Montclair, New Jersey

Thomas Joseph Crosby, Jr.
St. Petersburg, Florida

George James Kennedy, Jr.
Levittown, Pennsylvania

George William Deyo, Jr.
Milford, Connecticut

Thomas Paul Lacey
Huntington, New York

William Gerald Dooley
Fall River, Massachusetts

Louis Edward Lantman
Cincinnati, Ohio

Paul Daniel Duggan
Fort Lauderdale, Florida

Louis Stanley Liptak, Jr.
Oak Ridge, New Jersey

Randolph Charles Elsesser
Dover, Delaware

James Raymond Lyons
Chicago, Illinois

charter class graduates

Paul Vincent Lyons
Thomastown, Connecticut

Joseph Michael Orchulli
Phillipsburg, New Jersey

James Carroll Magarahan
Spartanburg, South Carolina

Joseph Martin Perhac
Warwick, Rhode Island

William Leonard Martin
Dade City, Florida

Michele Ellen Petrillo
West Haven, Connecticut

Richard P. McCabe
San Antonio, Florida

Linn Kirkland Pool
Winter Park, Florida

Hugh Peter McCloskey
Brooklyn, New York

David William Quinn, Jr.
Stateville, North Carolina

John Walter McKay
Des Plaines, Illinois

Janice Katherine Richter
San Antonio, Florida

John Patrick McMahon, Jr.
Kensington, Maryland

Michael John Romano
Staten Island, New York

Nancy Irene McNally
Westbury, New York

Helen Marie Russell
Homestead, Florida

Michael Francis Miron
Atlantic City, New Jersey

Thomas Francis Russo
Largo, Florida

Paul Andrew Morrissey
Rockville Center, New York

Peter Paul Salesses
Providence, Rhode Island

Peter Joseph Mulry, Jr.
Rutherford, New Jersey

Janice Mary Selltitz
Seaford, New York

Timothy J. Murphy
St. Petersburg, Florida

Donald Francis Simpson
Long Beach, New York

Elizabeth Ann Nathe
St. Joseph, Florida

Kenneth Robert Swan
Miami, Florida

Thomas John O'Keefe
Dade City, Florida

Wayne Joaquin Tamargo
Jacksonville, Florida

charter class graduates

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East Rockaway, New York

Dennis Edward Vacenovsky
Brooksville, Florida

Forrest Edward Veit
Douglaston, New York

Dorothy Aleda Wallezer
Brooksville, Florida

Ralph Thomas White
Palm Beach Shores, Florida

Rodney Harris Williamson
Jacksonville, Florida

Ruth Ann Williamson
Valdosta, Georgia

Harold Frederick Wise, Jr.
Waterford, Connecticut

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